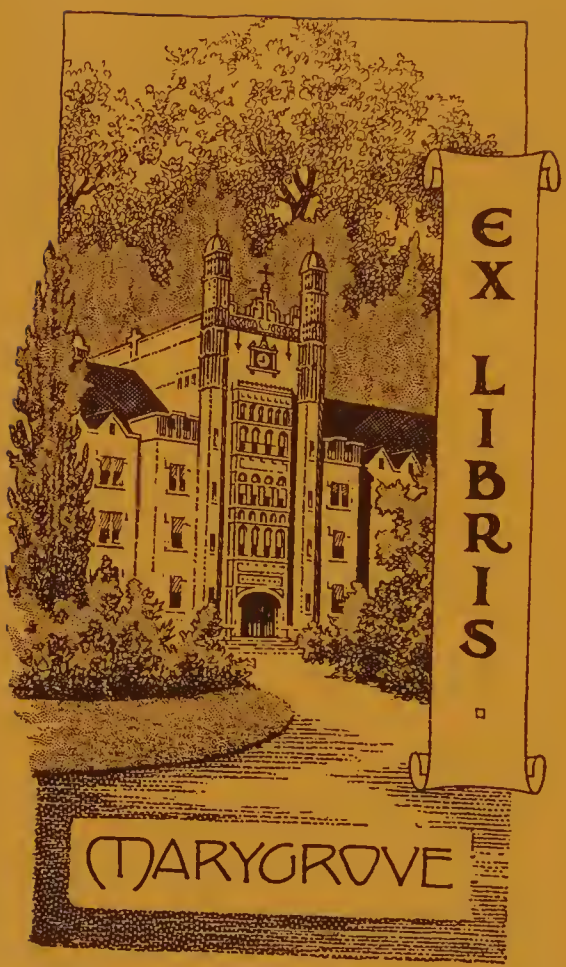
THE JUBILEE
OF THE
UNIVERSITY OF WISCONSIN
1904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THE JUBILEE OF THE UNIVERSITY OF WISCONSIN

Medal struck in Commemoration
of the Jubilee Celebration

THE JUBILEE

OF THE

UNIVERSITY OF WISCONSIN.

IN CELEBRATION OF THE FIFTIETH ANNIVERSARY OF ITS FIRST COMMENCEMENT HELD AT MADISON JUNE THE FIFTH TO JUNE THE NINTH NINETEEN HUNDRED AND FOUR

PUBLISHED BY
THE JUBILEE COMMITTEE
MADISON MCMV

TABLE OF CONTENTS

OFFICIAL PROGRAMME

BACCALAUREATE EXERCISES

INAUGURAL EXERCISES

JUBILEE CEREMONIES

COMMENCEMENT EXERCISES

LETTERS OF CONGRATULATION

OFFICIAL PROGRAMME

SUNDAY
JUNE THE FIFTH

Addresses in the City Churches by Clerical Alumni, 10:30 A.M.

Baccalaureate Exercises, Armory Hall, 3:30 P.M.

Academic Procession

Doxology

Invocation by the Reverend Doctor James Davie Butler

Hallelujah Chorus from The Messiah of Handel, by the Madison Choral Union

Baccalaureate Address—Wisdom by Growth and Growth in Wisdom, by Doctor John Bascom, former President of the University. Read in the enforced absence of Doctor Bascom and at his request by the Honorable John Myers Olin

America

Benediction by the Reverend George Edwin Hunt

MONDAY
JUNE THE SIXTH

Ivy Exercises, Upper Campus, 9 A.M.

Class-day Exercises, Armory Hall, 10 A.M.

Annual Meeting of the Alumni, room 16 of University Hall, 3 P.M.

Reception tendered to the Official Guests of the University by President Van Hise, President's House, 4 P.M.

Annual Banquet of the Alumni, Armory Hall, 6 P.M.

Figure March and Maypole Dance by Young Women of the University, Upper Campus, followed by Torchlight Procession by Young Men of the University, 9 P.M.

TUESDAY
JUNE THE SEVENTH

Inauguration of the President, Armory Hall, 9:30 A.M. The Honorable George Fisk Merrill, President of the Regents, Presiding

Academic Procession

Inauguration March—Stahl

Concert Overture—Suppé

Address on behalf of Sister Universities by Doctor William Rainey Harper, President of the University of Chicago

Address on behalf of the State by the Honorable Robert Marion La Follette, Governor of Wisconsin

Serenade—Moszkowski

Address on behalf of the Regents by the Honorable William Freeman Vilas, Chairman of the Executive Committee

Address on behalf of the Alumni by the Honorable John Jacob Esch, Member of Congress

Spring Song—Mendelssohn

Address on behalf of the Public School System of the State by the Honorable Charles Preston Cary, State Superintendent

Address on behalf of the University Faculty by Doctor Frederick Jackson Turner, Professor of American History

Address on behalf of the Students of the University by Mr. Eben Roger Minahan, of the College of Law

Dance of the Hours from Gioconda—Ponchielli

Inaugural Address by President Charles Richard Van Hise

Coronation March—Kretschner

Luncheon, Terrace of the Historical Library Building, 1:00 P.M.

Inspection of University Buildings and Grounds, 2-5 P.M.

Drive tendered by the Forty Thousand Club of Madison to Guests of the University, 2:30 P.M.

Orchestral Concert by Bach's Milwaukee Orchestra, Armory Hall, 4 P.M.

PART I

Overture to Maritana—Wallace

The Peer Gynt Suite—Grieg

- Morning
- Aase's Death
- Anitra's Dance
- In the Hall of the Mountain-King

Cantabile, Solo for Violoncello—Saint-Saens, by Mr. Hugo Bach

Northern Carnival—Svendsen

PART II

Selections from Wagner

- Overture from Rienzi
- Prelude to Parsifal
- The Procession of Women, from Lohengrin
- The Death of Siegfried, from Die Goetterdämmerung
- Grand March, from Tannhäuser

Reception by President and Mrs. Van Hise, President's House, 8-11 P.M.

Water Fete and Illumination

WEDNESDAY
JUNE THE EIGHTH

Jubilee Ceremonies, Armory Hall, 9:30 A.M.

- Academic Procession
- March from the First Suite—Lachner
- Jubilee Overture—Weber
- Presentation of Addresses of Congratulation
- Address by Doctor Daniel Coit Gilman, President of the Carnegie Institution
- Waltz from The Queen of Sheba—Gounod
- Address by Doctor Richard Henry Jesse, President of the University of Missouri
- Address by Doctor Benjamin Ide Wheeler, President of the University of California
- Address by Doctor Cyrus Northrop, President of the University of Minnesota
- Minuet from the Symphony in E Flat—Mozart
- Address by Doctor James Burrill Angell, President of the University of Michigan
- Priests' March from Athalie—Mendelssohn

Inspection of University Buildings and Grounds, 2—5 P.M.

Class and Society Reunions

University Dinner to Official Guests, Armory Hall, 7:00 P.M.

Honorable William Freeman Vilas, Toastmaster

Responses by Brigadier General Frederick Dent Grant, U. S. A.; Doctor William Lowe Bryan, Doctor Grove Karl Gilbert, Doctor Albert Shaw, Doctor Theodor Lewald, Doctor Henry Taylor Bovey, Honorable Edwin Hale Abbot, Doctor Kuno Francke, Doctor James Ford Rhodes, Honorable James Wilson

Promenade Concert, Upper Campus, 8 P.M.

THURSDAY
JUNE THE NINTH

Commencement Exercises, Armory Hall, 9 A.M.

Academic Procession

March from the Prophet—Meyerbeer

Scènes Pittoresques, Marche—Massenet

Address, The State University and Research, by Doctor Thomas Chrowder Chamberlin, former President of the University

Scènes Pittoresques, Angelus—Massenet

Address, The Unity of Learning, by Doctor William Peterson, Principal of McGill University and Delegate from the University of Oxford

Scènes Pittoresques, Fête Boheme—Massenet

Conferring of Baccalaureate Degrees

Conferring of Higher Degrees

Narcissus—Nevin

Conferring of the Honorary Degree of Doctor of Laws

Träumerei—Schumann

Farewell to the Graduating Class by the President of the University

March from Aida—Verdi

Alumni Reception, Armory Hall, 9 P.M.

JUBILEE ODE — THE SCHOLAR

PROFESSOR WILLIAM FREDERIC GIESE

Here where, 'mid stately retinue
  Of arching elms, the sacred dome
  Of Learning from its sylvan home
Is mirrored in Mendota's blue,
Here our forefathers, 'mid the uncouth
  Beginnings of the infant state,
  This fairest spot did consecrate
And lighted here the torch of Truth.
They reared her temple on a height
  And bade it face the rising sun,
  And spoke, as once God's self had done,
The solemn words: Let there be light!
Theirs was the fervent faith that bends
  The smallest things to largest scope,
  Outreaching in prophetic hope
Through narrow means to noble ends.
And so they shaped a lofty plan
  And 'mid the baser cares that wait
  On each day dared interpolate
The vision of the coming man:
The Scholar, versed in all the past
  And trained in wisdom's ripest lore
  To give each age his garnered store
And make it richer than the last;

The Scholar, whose untiring brain
  Shall guide the slow-paced time and read
  Aright his country's holier need
And keep its honor pure from stain;
The Scholar, who with gentlest heart
  Shall consecrate his tongue and pen
  To serve his world of fellow-men,
That world of which he is a part.
For truth that walks unsanctified
  By noble life and lofty thought
  Our fathers wisely held as naught,
And in this faith they lived and died.
They died—but not to pass away;
  Their spirit in their work survives,
  It lives in thousand bettered lives,
It walks among us here today;
It sees the bounteous years fulfil
  The visions of their utmost dream,
  It sees Truth's shining temples gleam
In serried ranks along the hill;
It lives in lasting stone enwrought,
  In granite columns, marble walls,
  It speaks through all our echoing halls,
And finds us children of its thought.

Yet 'mid these memories of an earlier day,
  These tributes unto Wisdom's ancient power,
  Shall we not seek some message for this hour,
Some light to guide us on our onward way?
The world is changing and we change with it,

The ancient poet sang; and, as revolve
Its rapid æons, none may hope to solve
Its modern problems with an antique wit.
Not in our day the scholar's task is done
Where calm Ilyssus winds through flowery banks;
He is a soldier fighting in the ranks
And in the hot glare of the noon-day sun;
Or else, through uncheered vigils, silently,
Year after year his patient work is wrought,
Seeking on the lone frontier-lands of thought
The larger knowledge that shall make men free.
But lo! 'mid joyless fever of our toil,
Our myriad tasks, our never-ending quest,
Walks Beauty, lone as an unwelcomed guest,
Beauty, divinest child of Hellas' soil!
We love the Truth indeed, but not the dream
That Beauty builds of Truth. The age is gone
When in the olive-groves of Academe
The scholar and the poet still were one.
And all too rarely now our storm-tossed spirit,
Steering into some blissful inland sea
Of quietude, doth once again inherit
The happy scholar's old-time unity,
Again 'mid fret and fever of the world,
Walks down calm ways through shadowy haunts of peace,
While Thought's flotillas, all their sails upfurled,
Moored in some dreamy haven ride at ease;
Some realm of faery, far from care and death,
Some lotus-land, where every flower that nods

Chants with each pulsing of its perfumed breath
The easeful worship of the antique gods;
Some land of leisure where Apollo sings
Forever 'neath the tall, moon-silvered trees,
Till night is steeped in music, and the things
Of earth are merged in heavenly harmonies;
While the rapt soul of mortal speculation,
Wandering through vast infinitudes afar,
Seeks the high object of its adoration
Down the dim pathway of the morning star.
For is not life, that beats its little wings
A little moment 'gainst the bars of time,
A bird from dreamland that forlornly sings
And singing new-creates that golden clime?
Thus all that is is fed by all that seems,
And the chill orb of Science must complete
Its cycle in the gracious world of dreams
Where Truth is beautiful and Light is sweet.

LIST OF DELEGATES

An asterisk indicates that a delegate, although regularly accredited, is unable to be present

FOREIGN UNIVERSITIES AND SOCIETIES

University of Oxford
Principal William Peterson, M. A., LL. D.

University of Cambridge
Professor Henry Taylor Bovey, M. A., D. C. L., LL. D.
Professor John George Adami, M. A., M. D., LL. D.

University of Glasgow
Professor Archibald Barr, D. Sc.

Ecole Nationale Superieure des Mines
Professeur Auguste Rateau, Ingénieur au Corps des Mines

Kongelige Frederiks Universitet, Christiania
August Eggers, M. D.

Kaiserlich-koenigliche Technische Hochschule, Wien
*Professor Ludwig von Tetmajer

Cambridge Philosophical Society
*Professor Ernest William Brown, Sc. D.

Dalhousie College
*Professor Albert Ross Hill, Ph. D.

McGill University

Principal William Peterson, M. A., LL. D.

Professor John George Adami, M. A., M. D., LL. D.

Professor Henry Taylor Bovey, M. A., D. C. L., LL. D.

Professor Ernest W. MacBride, M. A., D. Sc.

*Professor Ernest Rutherford, M. A., D. Sc.

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Vice-President Robert Ramsay Wright, M. A., B. Sc., LL. D.

*Professor A. Kirschmann, M. A., Ph. D.

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University of Sydney

*Honorable Charles Kinnaird Mackellar, M. D.

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Videnskab Selskab, Christiania

Halle Steensland

Ecole Nationale d'Agriculture

*Edmund H. Twight, B. S.

University of Wales

*Reverend Llewellyn Edwards, M. A.

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Professor Kuno Francke, Ph. D.
Professor Charles Homer Haskins, Ph. D.
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BACCALAUREATE EXERCISES

BACCALAUREATE ADDRESS

WISDOM BY GROWTH AND GROWTH IN WISDOM

EX-PRESIDENT JOHN BASCOM

Luke, in the second chapter of his gospel, twice speaks of the growth of Christ; the second time, at the close of the chapter, in this form, Jesus increased in wisdom and stature and in favor with God and man. Growth is the most common, the most critical and constructive fact in the world. It assumes every variety, and in all varieties strikes deeper than our knowledge. It is an abiding miracle by which the flower springs at once from the soil, by which animal life renews itself in every generation and takes on new strength and beauty.

The higher the life, the more the life that lies back of it. The man of intellectual and spiritual integrity is a synopsis of all that is good and true in all kingdoms. Wisdom and stature, favor with God and man, came together in the boy of Nazareth. Life in growth stretches forever upward, takes possession of all good, and makes of it a personal and perennial inheritance. Wisdom by growth and growth in wisdom, is what we

wish to consider with you, young women and young men, to whom a position in the grand procession of life is just ready to fall.

A leading characteristic of man is that he can entertain ideas,—ideas remote and comprehensive,—and make them centres of action. The animal, for the most part, submits itself to the things and facts about it. Man may rise above this surface of the world into an intellectual and spiritual atmosphere. Men are great and good according to the ideas which rule them. By these we measure the stature of manhood. The most commanding of these ideas are those associated with the social, ethical, and spiritual world. It is these which brood over visible things and shape them into the Kingdom of Heaven.

In the world's history no ideas have been so universally potent as those associated with religion. They have wrought mischief as well as good, and have always needed to come under the refining, correcting processes of thought, but powerful they have been, are and will be,—will be as long as the brood of invisible things nestle in the human mind. As the surface of the world has been ploughed and ground and made smooth by glaciers, so the surface of society has been furrowed, shaped, and softened by religious convictions. If a man denies faith he only adds another force to those already at work on men's minds and hearts. A man can no more extinguish and put to rest his spiritual nature than he can escape hunger and thirst, or quiet anger and love. We may divert and

dull our thoughts, but life leads us back, sooner or later, to the riddle of faith.

If our religious ideas are to be a great factor in human experience, directing and rewarding effort and crowning our activity with harmony and hope, the inquiry pushes us, how does it happen that our universities, which search the world for some new method of action or form of knowledge which they may teach, some point at which they may more perfectly fit the young man for the position which he is to hold, so carefully exclude religious faith as in no way a part of their curriculum?

A first reason for this exclusion is that our faith, offering itself in many forms and in each form intolerant of other forms, becomes in a narrow way a term of harmony and in a broad way one of contention. Each creed is convinced of error by its exclusion of all other creeds. Each disciple, in his bigoted adhesion to his own belief takes an attitude of hostility to the great mass of belief in the world. Hence, an education meant to be universal, to foster inquiry, and to lead to all paths of knowledge, necessarily rejects any belief which is accepted by a few as final. Such forms of faith exclude investigation just in the degree of the tenacity with which they are held. The moment a catechism, a creed, a ritual, is taught, it begins to be inadequate and untrue, and the more it is insisted on, the more it fails of its real service. Creeds, enduring through a few centuries, become intensely mischievous, as governments grow tyrannical which

are not constantly readapted to the wants of the people. Growth is an absolute essential in all higher forms of knowledge, and when growth is restricted, or denied fellowship with education, education is thereby lost. The horse that grinds in the mill cannot be trained for the race. The fifty forms of faith in the United States hold more truth between them than any one faith, and on the whole with more charity. To recombine these in one church would be to cramp action and cripple inquiry. We do indeed need charity, but we cannot exercise charity till we differ one from another. To agree to differ, and to gain growth from diversity are the true secrets of faith. Insistence on any one belief stands in the way of all belief.

Hence arises another and more profound reason why we cannot reduce instruction in spiritual things to a catechism. Religion is a thing of life, of disposition, of temper. There is a transcendental element in spiritual instruction of more moment than any formula of words. The wind bloweth where it listeth,—says our Lord—and thou hearest the sound thereof, but canst not tell whence it cometh or whither it goeth; so is every one that is born of the spirit. Paul expresses the same fact when he says, The letter killeth, but the spirit giveth life. This spirit, which is the true substance of spiritual things, cannot be communicated by words; it is the silent induction of conduct and character. It is like the healing virtue that was said to go forth from Christ. This inability of communication belongs not alone to religious instruction but to all in-

struction which really touches the soul of man. It is sometimes said that you cannot teach morals. If by this is meant that no ethical principles will, by being learned, make a man moral, it is quite true. The inspiration of the Almighty giveth man understanding. Not till truth becomes in the mind a living thing, shall we begin to find the way of life.

All principles, all free institutions, which were intended to gird about, make safe and strong our national life, fail of their purpose unless the hearts of the people become more and more true to them. We were intended to be a democratic people. We had reasoned it out and were convinced of the correctness of our conclusions. Yet a spirit of personal assertion and unjust appropriation has sprung up which sets at naught the wisdom of the fathers. Just when we had moulded our statue of liberty and were about to give it life, the spirit of tyranny, so native to men, lurking about entered in, and a commercial misrule, nowhere greater, prevails with us. Events have been stronger than training, and we are unlearning the first truths of liberty. The plan on which American society was conceived is being baffled because the temper necessary to its fulfillment is being lost. The tyranny of wealth, a more fatal and scorching tyranny than the tyranny of power, recognizes no principles, sets itself no limits, knows no law, and enters into the labors of men as if the bondage of the many to the few were the very substratum of society.

The political world is the shadow of the commercial

world. Our institutions are free, but we are infested by Egyptian flies from our lowest to our highest forms of government. In city, state, and nation, an eager commercial temper prevails. We have been instructed in equality and liberty and inalienable rights, but there is something deeper than instruction, the temper of the mind. What is true of religion we have found true of politics. We may accept the two great commandments of love, and yet be quick to embroil ourselves in war. We may proclaim equality before the law, and shelter the grossest inequalities. Not till doing and knowing are woven together in life shall we have a fabric which will protect us from the folly and exactions of men. All the highest lessons are taught in God's school of experience. Charters and constitutions cannot compass them. Not till the heart of a nation is sound through and through will it ring sound under every blow of fortune.

Art, literature, life, may owe much to instruction, but they will always transcend it. Learning, knowledge, wisdom, are ascending steps in our development. One may have learned much; this fact only tells us what he has got to work with, not what he will do. Learning is a load for a man to carry, till he understands the uses of it.

Knowledge is something more than learning. It is learning in act and use. It is information at the disposal of experience and observation. Knowledge sets the wheels of the world in motion, and gets its tasks performed.

Wisdom is still more than this. Wisdom catches

sight of the constructive plan of the world, is full of forecast and enthusiasm, believes in an underlying harmony, and that events are moving toward the Kingdom of Heaven. The wise man does not paddle out into the ocean of life to catch a few fish and paddle in again as night comes on. He spreads his sails to the winds, the tides and currents are at his service, and he is at home on the great deep.

You can impart learning, you can communicate knowledge, wisdom comes from the world itself as enthroned in the mind of God. The interpreting idea of spiritual life is wisdom, not learning, not knowledge, and therefore the last lessons of truth are not found in any university. We are brought to the mountain top, we must for ourselves see and feel the magnificence which envelops us. We are not taught it, we inhale it. To see, apprehend, and rejoice are one and the same act.

One more reason why religion escapes the drill of the classroom is that it is too comprehensive for the reiteration of precepts. Spiritual life is all pervasive, above us, beneath us, everywhere about us. The constant error of men who have thought to compass faith by teaching and training has been that they put a creed, a ritual, a washing of cups, in the foreground; and shortly the solemnities, the truths and revelations of religion have disappeared. Enforce the great commands of love and then proceed to specify a half dozen actions that must be performed under them, and these actions will acquire an ever more narrow and explicit

observance, while the divine law disappears behind them. As the astronomer is left alone with the stars, we need to be left alone with spiritual principles, till they take a permanent position in our firmament.

How many think faith a thing of the church, the confessional, the closet, not of the streets and of the market. Their belief is a disembodied spirit, with no organs to express it, no limbs to serve it. Economics and politics and ethics and spiritual incentives should intermingle like the elements of the air, till together they make up a wholesome vital atmosphere. How long must a man, who has sown in his business life the discords of hell where he should have scattered the concords of heaven, be a Baptist; how many schools of the prophets must he endow, in order that he may even up spiritually his own life and the lives of others!

Religion should enter into education not in one way, but in all ways; not at one point, but at all points, as it enters into life. History and literature and law and philosophy are full of it. Physical science is full of it. If the undevout astronomer is mad, so also is the undevout chemist and physicist and biologist. The ultimate service of the world is spiritual; its final ministration is to life, and life is ever pushing upward into the region of the affections. Not till it reaches this realm does it flower and fruit.

Education without spirituality is not education. The tragedy of the world is left unfathomed, the poverty of the world unredressed, its sufferings unassuaged, its labors unlightened, its hopes unfulfilled. The relig-

ious temper, not as a form but as a force, must have constant ingress and egress in all true education, in all searching and vigorous thought. It is like the air that comes percolating into one's dwelling and rushes in at the open door. Shut a single room and our own exhalations poison it. We live in a great world, great physically and great spiritually, and we must have the freedom of it. Its several parts are corrective and supplementary, and we must have access to them all. If we turn our backs on the history of the race, if we bang the door in the face of its personal purity, its patriotism, its heroic faith, we may indeed smother our own inspirations, we cannot alter the destiny of man.

It may be thought that in thus insisting on the need of spiritual development, and at the same time asserting that it is not simply a matter of instruction, we are crowded into a painful dilemma. Our must and our cannot seem to strangle each other. Is not this the case, however, in all high endeavor? The possible and the impossible skirt each other and we find our path along the margin of both. We are not marched by squads into the Kingdom of Heaven. Life is the election of the living spirit. We can not find it, as we may pick up a nugget of gold; we must win it, as we win some new position or new power in the perpetual unfolding of living things.

Wisdom above all comes slowly, continuously, steadfastly by growth. Let us educe a few considerations that help to make this plain. No idea has done more

service in our generation than that of evolution. It is by no means a discovery of ours. It has been in the world for long. We have simply given it a wider and more consistent application. Growth is one term under evolution, and nothing is more a product of growth than religious faith. Hesitancy, correction, reformation, are of its very substance. Evolution, which has way among things, must equally have its way with ideas, with the mind's mastery of things. It is because religion is so capable of growth that it becomes what it is to the world. Casting away nine tenths, the one tenth retains the value of them all. The elasticity of spiritual ideas is like the elasticity of compressed steam that rushes from the hot funnel into the cold air and unrolls itself in all directions. The scriptures are full of this idea of growth. "The child grew, waxed strong in spirit,filled with wisdom." He came at once under the law of human life. The world entered into him and he into the world, and that in all forms. Christ, in seeking similes, finds them in living things. The Kingdom of Heaven is as if a man should sleep and rise night and day, and the seed should spring and grow up he knoweth not how. For the earth bringeth forth fruit of herself; first the blade, then the ear, after that the full corn in the ear. The Kingdom of Heaven is like a grain of mustard seed, which, when it is sown in the earth, is less than all the seeds that be in the earth; but when it is sown it groweth up and becometh greater than all herbs and shooteth out great branches; so that the fowls of the air

may lodge under the shadow of it. In the same spirit the ministration of Christ is defined. In him was life, and the life was the light of men. He that followeth me shall have the light of life. I came that ye might have life and that ye might have it more abundantly. Life, in its full force, this is the divine gift, this is the very substance of Christianity. Revelation, wisdom, love, come in due order by growth. Thus we find our way into the world, and into the mind of God concerning it. Certainly no truth is more deeply implanted in our own experience than this truth. Our evolution and the evolution of the race heavenward is one of many and profound struggles in which we sink and rise again as those who conquer.

Another truth into which we are finding our way slowly and reluctantly enforces our assertion, that wisdom comes by growth. There is nothing infallible in the spiritual world as known to man. Every position of mind is a step taken, to be judged in its relation to the steps which precede it, and the steps which are to follow it. The scope of the spiritual world is far too great to admit of any exhaustive measurements. As the spaces which lie about us give no limits to our engineering, so does our higher being give room for thought, room for activity, room for love. There is no pause, no dead wall, we live and move and have our being in God.

Nor is man capable of giving any final statement to the great truths of our faith. Says St. Paul, "We know in part and we prophesy in part." As in art,

beauty, so in faith, the strongest impressions lie along vanishing lines. No man can be an exhaustive medium to that which is deepest in human life. No man plumbs to the bottom the sea which floats us all.

Nor if spiritual truth were, in some divine way, to get complete statement, could any man, by means of that statement, enter completely into it. We take no more than we can drink from the fountains of Revelation. We have no vessels in which to carry away that whose meaning we do not understand. Christ said, in the parable of Dives, that if messengers from the dead were sent to his brethren still they would not believe. Our powers, our disposition, measure for us the truth we receive, as much as our digestion defines for us our food. If religious beliefs were infallible and could be packed away in creeds, they would have no value for us. A creed in the making is of moment, for it is the product of our own thoughts; being made, it begins at once to lose value, ceasing any longer to engage the mind. We require the freedom of the spiritual world. Our prayer is, Give us this day our daily bread. Spiritual events are to pass before us, not as a familiar pageant, but as an immediate disclosure of the divine mind. We may regard a church, or a pope, or the Scriptures as infallible guides, but they are only parts of the one whole with which we have to deal. We are in God's school and exercise our fallible powers under his guidance, hoping thereby to grow in wisdom. The doctrine of an infallible Bible has done much mischief. Attention and discussion have been

directed at once to the weak points which call for defense. How much subtilty of argument has been directed to the narrative of creation to no possible gain. If we had been content to say, so men conceived it, when the actual method was still unknown to them; if we had directed our attention simply to the theistic idea contained in it, our knowledge and our faith would have both been enlarged by the real order of events when they were at length laid open to us.

Nor is there any loss but infinite gain rather in this our fallibility. The boy that stops growing remains a dwarf. Our powers of growth measure our capacity. We affirm immortality on this very basis of the inexhaustibility of truth. Even in physical things, the city that is prosperous pulls down the old with the same vigor with which it builds up the new. We can only walk with God by keeping pace with him in his creative work.

One more consideration enforces upon us this conviction, that wisdom can come to us only by growth. Beyond the practical things which engage us, there remain the ideal visions; beyond the visible, the invisible; beyond the urgent and transient present, that comprehensive future toward which every creative act is pushing. We are to have confidence in these promises of good which spring up within us, confidence in the fulfillment of the ethical law of our being. It is characteristic of small minds to have more faith in a trick, an intrigue, than in a great principle. We reason from things to things, from events to events, and

call it science; but when we come to ideas, especially to spiritual ideas, our firm movement is lost, we seem to have gotten off the earth into the air. It is as if a worm should say, creeping is all right, but as for flying, there is nothing in it. Those who succeed by force and by craft are fond of saying, it is the law of the world that the fittest shall survive. Evolution lays hold of fitness, and so all things are held together. This fitness first means, in the animal kingdom, strength of tooth and nail. Later it comes to mean intelligence. The sagacious outstrip the dull, no matter how strong the dull may be. Man perches himself on the elephant and rides at his ease. But intelligence is no more ultimate than is force. Men finally prosper by fellowship. A strong nation is one whose citizens stand together, a thriving community one whose members work together. But this harmony means good will. Those who are bound to each other in common interests and common regard survive. The house divided against itself can not stand. This truth we reach only by growth and receive it with much delay and many reservations. The thief's conviction is still that more can be acquired by stealing than by labor, more by watered stock than by sound stock. We have not the assurance that good will is the most fit and the most powerful thing in the world, that spiritual creation and the Kingdom of Heaven wait upon it. We are still foolish with the folly of anger and pride and greed.

The Kingdom of Heaven is cloth of gold. The eager

man begins at once to draw its threads, hoping thus to be made rich. Not so, fling it on your shoulders, cast it under your feet. It is the streets of the New Jerusalem that are of gold. Wealth under our feet, and under the feet of all, lifts us into the peace and glory of the world. From hatred we pass into love and the Kingdom of God is of an instant within us. The boy delights in physical force. The young man comes to take pleasure in intellectual activity. The full grown man, to whom the world is open in its joys and sorrows, seeks for a redemptive spiritual power. He feels in part the deeper forces which struggle with the social chaos about him. These forces we can not trust too implicitly. To believe them is rational, to scoff at them is irrational. The thing eternally fit and growingly forceful is rightfulness,—good will between men. "Charity," says Barrow, "rendereth a man truly great, enlarging his mind into a vast circumference, and to a capacity nearly infinite; so that it by a general care doth reach all things, by an universal affection doth embrace and grace the world."

In business and politics we are still gathering figs from thorns and grapes from bramble bushes, yet it remains the eternal law of the spiritual world that nothing shall rule in it but love. We must believe the things which are axiomatic in this higher kingdom if we are to enter into that kingdom.

We attain this fundamental insight of the human soul only by growth. We make proof of life, revelation of life, only by growth. We discover the partial

and disappointing character of many of the things pursued by men only by growth; and only by growth do we arrive at that certainty of conviction, that joy in the intellectual and spiritual creation, that sympathy with all men as they work out the problem of life, which make us partakers in every good thing. When the choice is put to us between the miserly grasp and the liberal hand, between personal prosperity and the general welfare, between the nest of passions in our own hearts and universal sympathy between heart and heart, it is by growth that the spirit knows at once its own position and flings itself upon it.

We are disciples of evolution and this is evolution. The incipient thing, as yet only suggested and not attained, that which is to bring what has been done into its highest terms of order, is this spiritual life which roots itself in all that has gone before and puts upon it, in place of failure, magnificent fruition. The brightest spot on the horizon is the very spot at which the sun is to rise. The things best in our lives hold in them the promise of the future. This is the lesson, the ever enlarging lesson of growth.

Members of the Graduating Class:

The announcement at the birth of Christ was Peace on earth, good will toward men. It is to this world, where this divine sentiment is seeking fulfillment, that you are come. Lessons are no longer in order, action is called for. The complex forces of a most complex life are ready to play upon you, to define the work you

have to do, and to shape your manhood in it.

The growth of which we have spoken is not vegetative, is not conventional, it is a rational responsible development under your own eye toward the largest usefulness and the most complete manhood. The fifty years which lie before you are sure to be more significant, more pregnant with social problems and their solution, than any fifty years which have preceded them. The fifty years just closed have shown a more startling mastery of physical forces than any like period that has gone before them. Nor can we anticipate another fifty years equal to them in this respect. But these new physical powers, coming so suddenly, have broken up old relations and call for higher, more generous, adaptation of the claims of men to each other. To this demand we have not yet responded, and the parts of society are at feud when they should be at peace. We get what we can, and withhold what we can, with little reference to the general welfare. Politics are corrupt and business is oppressive as never before with us.

In municipal government we have reached the depths of misrule. If we wish for examples of integrity, public spirit, and patriotism, we must seek them in England and on the continent. We are held up everywhere as examples of the opposite qualities. In general politics, if a gray haired senator attempts to restore our policy to the first principles of freedom, he is caricatured as a scolding old woman.

In business, observe the career of the leading indus-

try, that of iron. By protection we have made it possible that fortunes of hundreds of millions should be accumulated in a single generation. This immense wealth has, in its acquisition, been associated with violent resistance to the advance of wages, though protection is ostensibly claimed in behalf of labor. Lest there should be some concession to the public arising from competition, the steel trust was formed, and in its formation the public was again plundered, by an enormous issue of stock. This whole movement is at length crowned by an embarrassment in production which involves every interest in the industrial world.

Young men, if you are anxiously stretching your limbs eager for a race of this sort, it were better, as far as the country is concerned, that you had never been born, never been fostered at the public breast, never been taught the principles of a free government which you stand ready to betray. This is not to grow in wisdom, but to grow in folly, folly that heaps up curses against a day of curses.

Dark, however, as the clouds now seem, they are only a temporary obscuration. The mass of the American people are not perverted, they are misled. A gospel of equality, integrity, and good will is still with us. What was said of Grattan remains to be said of many a young man going forth from our universities. "He thought the noblest occupation of a man was to make other men happy and free." What was affirmed by Gladstone in reference to England is to be affirmed of you in reference to America. "You have so lived

and wrought as to keep the soul alive in these United States.'' Your training pledges you to the state; redeem this pledge, and you will grow in wisdom and in favor with God and man.

Your starting point is most fortunate, your training of the best, but neither will take the place of that clear eye, unclouded mind, responsive heart, to which the world stands disclosed in its best possibilities, its widest fellowship of power with love, of life with life. These secrets are to be revealed to you in growth, as you enter patiently into your own good and the good of others, as, taking the world at its highest, you climb up, ever up, through darkness and doubt into the light, the light of physical and spiritual things built together into the Kingdom of Heaven.

INAUGURAL EXERCISES

ADDRESS ON BEHALF OF SISTER UNIVERSITIES

PRESIDENT WILLIAM RAINEY HARPER

Mr. President, Members of the University:

I am greatly honored in being asked on this occasion to represent the sister universities. In these latter days, the interest of sister universities, one and all, in an event like that which we celebrate to-day, is only second to the interest of the university itself in whose history the event plays an important part. To the University of Wisconsin I bring cordial greeting from the many institutions in this great land of ours, established to cherish ideals such as those that are cherished here; established to help men and women forward in their desire for training; established likewise to provide opportunity for search after truth in all its many forms. We greet our sister, the University of Wisconsin; and we bespeak for her in this new stage of her history, achievements even greater than those that have come in the past.

To you, Mr. President, I shall address myself particularly, and I bring to you this morning three messages: first, a message of warning, and then a mes-

sage of promise, and finally a message of exhortation.

It may be thought an inopportune thing to speak words of warning on an occasion of so joyous a character, but it is a wise thing sometimes to view the dark as well as the bright side of a picture. In the work of this new position into which you are to-day formally inducted, there will be times when a feeling of great loneliness will come upon you,—the feeling of separation from all your fellows. At these times you will realize that in all truth you are alone, while those who are ordinarily close to you will seem to be, and in fact will be, far away. It is well that you should know this beforehand, that you may prepare yourself; for on such occasions courage is needed—strength of a peculiar character. The ordinary man cannot thus be cut off from all his fellows and fail to realize the meaning of such separation. The acceptance of the presidency means the surrender of many things; the surrender of friendships; it means entrance upon a new life, in which you will be compelled by circumstances to live in large measure by yourself. It is altogether probable that this feeling of separation and isolation will increase with each recurring year, and that in spite of your most vigorous effort it will come to be a thing of permanence. This is inevitable; and it is as sad as it is inevitable.

It is my duty likewise to suggest that although you exercise every possible care, it will happen that your words and your actions will be misunderstood by those about you—even by those of your colleagues who per-

haps stand most close to you. You will, indeed, be fortunate if a worse thing than this does not happen; the wilful effort to misrepresent you. So surely as you exercise the functions of your office earnestly and sincerely, you will disturb the minds of some, even of those whom you have believed to be your friends; and when this disturbance of mind once occurs, these friends, perhaps unconsciously, will cease to find back of your actions the motives you yourself entertain. It is pitiful to see how easily men will misunderstand each other; and how complacently the misrepresentations of another's thought are spread from mouth to mouth. It is hardly possible, you may say, that such things will happen; let me assure you that even a short experience will demonstrate, not only the possibility, but the frequency of their occurence.

I wish also to warn you against the times of depression which will certainly come upon you when you contemplate in all its details the magnitude of the task you have undertaken. It will at times appear to you to be overwhelming in the demands which it makes upon you, in the difficulties which you will be called to confront. The affairs of a great university are so many, so heavy in the responsibility which they impose, so delicate and difficult in the diplomacy which their conduct requires, so arduous in the actual time required for their management, so heart-engrossing and so mind-disturbing, that there is demanded for their adequate supervision one who has the physical strength of a giant, and at the same time an intellectual ca-

pacity and a moral courage of determined character. The bigness of it all will reveal itself at times in such a way as almost to make of no effect the strength which you actually possess; and at such times you will contemplate with darkness of heart, how much in addition is required to enable you to fulfill the duties devolving upon you, as your conscience tells you they should be fulfilled.

Let me, once again, warn you of the feeling of utter dissatisfaction with your own work which at times will come upon you. One begins to realize after a while that he himself does nothing; that he can point to no definite thing and say to himself that this is his own. At the very best the president is only able to help others do the things which in many cases he himself would like to do. He must stand aside and see the various details which he would desire to handle taken up by others. He is permitted to finish nothing. He may find ways to help others, but in the very nature of the case, he must let others do the thing, the doing of which would delight his heart. Some men never learn this difficult, this delicate, art—the art of letting others do things which one himself wishes to do. And for this reason some men fail to perform with satisfaction the office of a president. There are two common maxims which, if I may quote them in a form exactly opposite to that in which they are in vogue, lie at the basis of successful work by the chief officer of such an institution as a university. (1) The president should never do himself what he can find

someone else able and willing to do. The presumption is that there is no duty of the presidential office, with perhaps a single exception, that cannot be better performed by one or another of the members of the faculty than by the president himself. I mean by this that for each piece of work there will be found some particular man, who has the peculiar ability to do that service better than the president can do it; and so with all his duties, the single exception being the work of selecting, in consultation with others, members of the staff. And (2) the president should never do to-day what he can by any possible means postpone until to-morrow. Many more mistakes are made through premature action than because of procrastination. A decision should never be reached till the last possible moment has come, for in the very moment before the last, new evidence may be introduced or new facts may be brought forward.

My second message is of a different color. It is one rather of promise and assurance. In entering upon this new work, you are at liberty to feel a strong conviction that you will find great satisfaction, because it is a work that brings you into close association with a life confessedly higher and more ideal than ordinary life. If idealism may reign supreme in any environment, it must be the environment of the university. You are working for and with young manhood and young womanhood, and nothing in all the world is more inspiring than work in such association. It is the period of greatest inspiration, of greatest enjoy-

ment, of highest aspiration. The sad experiences of life are, for the most part, still things of the future. Ambition is supreme, and affection is in its best and purest mood. Your colleagues, like yourself, are dealing with these same high and spiritual influences, in an environment controlled by forces the most ideal that exist. The minister in his daily ministration meets everywhere sorrow and sickness and death. The lawyer is constantly brought into contact with drudgery, dissipation, and fraud. The physician is wholly occupied with misery and suffering. With you and your colleagues it is essentially different. You have to deal with all that is uplifting in life, the constructive forces, not the destructive. This brings satisfaction of a kind which no man may describe. And then it is your privilege, as it is that of few others in this world, to be the agent providentially selected to help those about you. This might be said to be the sum and substance of your function. It is not, as I have already said, to do things yourself or for yourself. It is, above all else, to help this or that man to do the thing which he desires to do. This is the key which explains your relationship to every member of the university's staff. You will spend your time very largely in seeking ways and means to enable this professor or that instructor to carry out some plan which he has deeply at heart,—a plan, it may be, for research or investigation; a plan for improving the work of instruction in his department; a plan which he presents possibly for the help of others.

And so with the individual students; the routine work of ministering to their needs and providing for their wants will, of course, be performed by other officers of the university; but every day the exceptional cases will be presented, the cases which require the consideration and attention of the president, and this help you will gladly render, because this is the very work you have been appointed to do, and in doing this you exercise your highest function. All other duties aside from these may be considered in a third class which relates more directly, perhaps, to the outside world. In the performance of these you will render assistance in determining public sentiment on one or another question of general policy,—all of it for the public good; the cause of increasing and increased intelligence. In very truth you find yourself a helper of everyone and everything. If you are a selfish man, you will grow weary of all this, but if your heart is controlled by a desire to do for humanity the several services which your position makes it possible for you to render, you will soon learn that to no man, anywhere, is there given such opportunity for service as to the president of a university like the University of Wisconsin.

I wish to assure you of still another thing. A few of the many with whom you come in contact will appreciate very keenly and very cordially the unselfish service which you will render them. I say, a few; I do not say, only a few; because if even a few feel such appreciation and in proper form express the same, the grati-

tude of these few will more than repay you for the loneliness, the misrepresentation, the despondency, which on many occasions will be your lot. The kind words, spoken from the heart of even a small number of those in whose behalf your influence has been exerted, will prove to be a good return for your self-devotion to the interests of the institution. You will sometimes find that a single utterance of sincere gratitude, by one whom you in your official capacity have helped, will continue through many days and weeks and even months to recompense you for the words of criticism, reproach, and possibly ridicule you are receiving. I take it that in no realm of life does a man feel more quickly the response to effort which he may have made than in that of student and university life. Nowhere else, it is true, is criticism more sharp; nowhere else is real conflict more easy; at the same time, nowhere else is friendship closer or the word of appreciation more sincere.

And now I come to my last message. I have said that this would be a message of exhortation. As your senior in the presidential office by a dozen years, I may be allowed the privilege of speaking words of a hortatory character. I beg you, *first,* to continue the policy you have already shown a desire to adopt, of close co-operation with other universities in matters of common interest to the universities and the constituencies which they represent. Just as in these modern days, the feeling of intense rivalry between states has for the most part passed away and in its

place there has come to exist a broader spirit of patriotism, which, in the case of many persons, is no longer restricted even to the nation as a whole, but partakes of that larger, deeper feeling for humanity, which is sometimes beyond the merely national; so in the work of education the time has passed when institutions of learning regard one another as rivals in any sense, other than that of aiding with their best strength the great cause which all have been established to serve. Perhaps even more than this can be said. The time has come when on all subjects which fall within the range of university influence and at the same time concern the public at large, the universities may well join hands. Such a policy is surely possible in the matter of inter-university athletic contests. But I venture to ask the question whether there are not other fields of influence in which good results would follow the adoption of this same policy; for example, in the work of visiting and inspecting high schools and preparatory schools, with a view to their acceptance upon an accredited list; likewise in the work of providing courses of instruction in the form of lectures and classes throughout all these western states, the work ordinarily known as university extension. I have in mind still other possibilities of co-operation which, for lack of time, I pass over. What a magnificent spectacle it would be! the great universities of a given territory moving, in close touch one with another, in the struggle against superstition and ignorance and corruption. Each institution can do much by itself, but

in such association two would count as ten and ten as fifty. You, sir, have already shown your strong sympathy with ideas such as these; I trust that you will continue to cherish this feeling, and that you will be able to make a noteworthy contribution to the common cause along these lines.

Second, may I, still further, beg you in your administration of the affairs of this university, to lay especial emphasis upon those features which sustain close relationship to the interests of the people, I appreciate most clearly that all good work, of whatever kind, be it instruction or investigation, is for the best interests of the people; and the past history of this institution is evidence enough that in these lines there will be no backward step. I am hoping, however, that you will find it possible, with the aid furnished by your board of regents, to extend the direct work of the university beyond its walls, to bring all the people of this splendid state directly into contact with university men and university thought. This would mean going out to reach those who do not and cannot come in to meet you. Important steps in this direction have been taken in this state in the distribution of libraries, and in connection with the agricultural department. But the success of those experiments ought to lead you to undertake still further work on similar lines. The motto of the universities of modern times should be "Service for mankind, wherever mankind is; within scholastic walls, yes, but just as well without those walls and in the world at large." The university in

the future must do for the people much that in the past has been done by the church. To accomplish this, it must touch the people directly and at first hand.

Third. I hesitate, somewhat, in presenting to you my last word of exhortation. I beg you, sir, so to arrange your affairs that it will be possible for you to continue, in some measure, your own personal work in your chosen field of scientific research. There are many considerations to favor this suggestion. I would urge this upon you, in part, because, in view of the character of your past contributions, science will otherwise sustain great loss; in part, because, if you maintain such work, you will hold a place among your colleagues which otherwise might be lost; in part, because, if you give up such work for a period of years, you will be unable to resume it after so long an interval; but I beg you to consider this chiefly for the joy and satisfaction which it will bring you. Such work, in contrast with the rigor and the weight of your official duties, will prove to be a source of recreation and intense enjoyment. You will thereby increase your strength for other duties. You will thereby secure for yourself a calmness of temper, a courage of heart and mind, which might otherwise be unattainable.

With these warnings and assurances and exhortations, I bid you on behalf of the sister universities a hearty welcome into the brotherhood of presidents, and wish for you and for this institution the richest blessings from the great Giver of all good.

ADDRESS ON BEHALF OF THE STATE

GOVERNOR ROBERT MARION LA FOLLETTE

Mr. President, Representatives of the World's Great Universities, Members of the Faculty, Graduates and Students of the Wisconsin State University, Ladies and Gentlemen:

It has been said by one of the great thinkers of this generation that the foundations of our state were laid in the center of the most progressive population of the world.

The settlement of the old Northwest Territory, and especially of Wisconsin as a part of it, came at a fortunate hour for us in the history of both Europe and America. The east could still furnish choice types of the rugged, original natures combined of Puritan severity and quaint Yankee shrewdness; while the spirit of liberty, stirring throughout Europe in the middle of the nineteenth century, gave us the best brain and the best brawn of Germany, Scandinavia, and Ireland; gave us Carl Schurz, later one of the regents of this institution, and his fellows of '48; gave us political refugees who were patriots, and hardy peasants who dreamed of a land of plenty and independence. One and all

they came, men of strong purpose in search of free government as well as free homes. The liberal constitution of our young state appealed to them as strongly as our cheap lands, rich soil, and noble forests.

Their industry and thrift and unyielding perseverance have added much to our material development. Their directness of thought, their plainness of speech, their sturdy honesty, their resolute maintenance of law and order in every community, have stamped their character upon the citizenship of this commonwealth. To the cold temperament of the Puritan, the commercial spirit of the Yankee, they contributed high ideals, a calm and poise of philosophic judgment, a love of music and art. We have become fused together as one people. Our children are of one blood. But out of this union has come a hardy, courageous, progressive race of men, in whom the spirit of democracy is a common inheritance and a dominating characteristic.

All that any citizen of this country may claim in the inspiring history of the American democracy is ours as well. Whether you trace the birth of this republic back to the cabin of the Mayflower, or to Marston Moor, or to the red stain on the block where King Charles lost his head,—we are as near its hallowed source as the people of any state. But, added to this, in every city and hamlet and neighborhood in Wisconsin, are still living the hardy pioneers and their children, who sought this land, severing all the ties of kindred and home and country, because here manhood suffrage had been established as the foundation of

government and the arbiter of all public questions.

And it is here, in this portion of the old Northwest Territory, that this intensely democratic people have for fifty years been building a state university. Slowly in the beginning, sometimes encountering violent and irrational prejudice, sometimes the trying misfortunes of circumstance, but never halting or turning aside and never faltering in purpose, the state has advanced this institution year by year, extending its lines, broadening its scope, and meeting every emergency with unfailing resource and becoming dignity.

Fears have been expressed in privately endowed institutions that state universities would fail because of political interference and mismanagement. For fifty years political battles have been waged in this commonwealth as in every other. Political parties have triumphed and failed; political leaders have come and gone; but the lamp of learning has never been trimmed or turned down or put out by political bias or influence in the state University of Wisconsin. Personal disagreements may have arisen between regents and presidents here, as in the course of human events differences have arisen between trustees and presidents in universities privately endowed. But at this university, whether in pursuit of scientific or ethical or economic truth, there is no forbidden ground. In this institution, maintained by the state, there are no interests to be consulted or compromised with. No investigator wears blinders, no teacher is admonished to tread softly.

Endowed by all the people of this commonwealth, the spirit of our university has ever been impartial, its administration broadly democratic. It has continued to lead and to reflect the progressive thought of the state. The adaptation of education to the life of a people constitutes the inherent strength of a state university. The democracy of the people has liberalized the school. The democracy of the school has liberalized culture for the people.

In a state university every branch of learning stands on an equality. History, literature, agriculture, economics, engineering, commerce, are all alike recognized as great educational fields. The abolition of the petty distinctions of different degrees marks a new era in learning. It is a recognition of the ultimate unity of knowledge and of the real singleness of purpose in education.

The state welcomes the ever increasing tendency to make the university minister in a direct and practical way to the material interests of the state. Agriculture, mining, manufacturing, and commerce are already turning here for direct, practical aid. On this material basis alone, the university is paying back to the state a hundredfold every dollar appropriated to its support. The reaction upon the university, resulting from this direct interest in the material resources of the state, is most wholesome. If education is to fit for life, it is well that institutions of learning should be intimately associated with the duties and activities of life. The mutual understanding and growing re-

spect of men of all professions and all pursuits for one another is due in no small degree to this new democracy of learning which recognizes every line of employment as an educational field. The young men and women of the twentieth century have a larger choice in life because of this broader outlook which they are now given of the world's work at the university.

Standing here at the close of the first half century, we turn to meet the increasing responsibilities of the coming years. It is not enough that this university shall zealously advance learning, or that it shall become a great storehouse of knowledge into which are gathered the accumulating fruits of research, and all of the world's best culture, or that it shall maintain the highest standards of scholarship and develop every latent talent,—all these are vitally essential,—but the state demands more than all these. The state asks that you give back to it men and women strong in honesty and integrity of character, in each of whom there is deeply planted the obligation of allegiance to the state. That obligation should meet them as they cross the threshold of this institution and go in and out with them day by day until it is a conviction as strong as life.

That obligation cannot be discharged by the passive performance of the merely nominal duties of citizenship. Upon every citizen rests the obligation to serve the state in civil life as the soldier serves the country in war. To this high duty the children of the univer-

sity are specially called. The state has prepared you for this work, and you are honor-bound to strike the blow or say the word which will make the state stronger, promote a better public policy, insure a better government. To be silent when you should speak, to dodge, or evade, or skulk, is to play the coward. To compromise with the opponents of just and equal government for personal advantage or business gain, is to betray the state and make barter of citizenship. In the words of him whose precious life is too enfeebled to permit him to be with us to-day: "Your training pledges you to the state. Redeem this pledge, and you will grow in wisdom and in favor with God and man."

This inauguration of a new president into the duties of his office is but a form. But it is the highest tribute that can be paid the state and the university to inaugurate as president on this fiftieth anniversary a man who is the best type of both its citizenship and its scholarship. To have attained a growth in fifty years which enables this institution to take a boy from the farm, train him for his profession, and then a quarter of a century later take him from the acknowledged head of that profession before all the world, and find him the best equipped man the country could offer for the presidency of this great institution, is the living pledge that it is doing good work and that it is a thoroughly democratic state university.

ADDRESS ON BEHALF OF THE REGENTS

HONORABLE WILLIAM FREEMAN VILAS

Until modern times, the scope of learning, outside the exact branches, was very limited. Among the ancients, little else than speculative philosophy, municipal law, Greek and Latin literature; in the middle ages, down even to a comparatively recent period, the addition was mainly of theological history and disputation. Throughout all, weak empiricism and stout superstition ruled where science now prevails. And all learning, beyond personal experience, was the privilege of few, even very few. Though evolution slowly made way, it may perhaps be safely said that learning remained in shackles until, after long and troubled dawning hours, the morning of liberty broke in the west. That illumination waked the fathers of American civilization to noble ideas, which, if dimly seen by some, had never before a practical force. Not even their great deeds demand higher tribute.

First, that among the inherent, equal rights of all men is the right of knowledge, enjoyable by every one according to his powers. Next, that to the security and excellence of the republic, education of men is an

absolute condition; hence, finally, an overruling obligation of the state to its citizens.

Not all the fruitage of a grand idea can be foreseen by those who plant it. Their husbandry nature oft forwards to perfection beyond human forecast. So has it been with this conception of the fathers. Their decree of equal rights to men threw open also a liberty to knowledge whose effects in a single century might confound them with amazement could they return to their view. It liberated myriad minds to pursuit of truth, unfettered by thought-habits of past ages, who improved the Baconian gift of method to results otherwise to have been far slower—none can say how greatly slower—of attainment. The century after the American Constitution has shown a progress surpassing all before since the birth of the Christian Saviour.

Upon the foundation of these ideas has risen, under the auspices of the good state we love,—and which, we proudly believe, intelligently understands them,—this institution of learning to co-ordinate, vivify, and complete her system of free education. And on the part of its governing regency, I venture to emphasize, with the summary brevity demanded by the occasion, two aspects of its benevolent service which, however familiar, are of the highest import to its usefulness.

The first springs from the revolution accomplished in the elements and purposes of learning. The boundaries of the long-guiding aphorism, Γνῶθι σεαυτόν,— man's history, philosophy, philology, literature, law, or whatever else of him and his performances,—measure now

but paddocks in the expanding fields of knowledge. Sweeping infinitely beyond, is the science of nature, her composition, forces, history, laws, adaptations. From that immensity, the gains already have issued in marvelous forms of power and welfare to mankind; enough further is discerned to assure the forecast of greater wonders yet to come; until, indeed, the imagination, lifted to heights of dazzling view, may well utter the poet's cry:

> Visions of glory, spare my aching sight,
> Ye unborn ages, crowd not on my soul!

And better than material splendor, progress there has proven the cleansing besom for the hoary errors of ages; old obstructions to human view have turned to gossamers in this new sunlight; the ghosts of superstition dissolved; and the far stretching vistas of science may yet reveal—though now too dim for sight—a radiance on life's mystic problem; and from his compass of outward things a higher knowledge of himself return to man, until, at last, realization, impossible to introspection, of the Γνῶθι σεαυτόν may reach him sitting at the feet of nature. We have at least achieved so much that human research is justified of presumption, though it boldly grope and strive to grasp the treasures of the Infinite.

And to such a university, of the universe to be a storehouse, the vivifying heart and supply to the arteries of the state's educational system, the first and great commandment is, to strive in the vanguard of human research, worthily to aid and quickly to gather

every new conquest of the spoil of knowledge. A great people must have all the best, with least delay.

For here we reach the widened purposes of learning. Man is so involved with nature for all he is and all he does, that no art, trade, profession, perhaps no branch of human labor, but is, or shall be, somehow informed to its best performance by the teaching of science. And any people who will tread the measures of civilization, command the world's abundance in pursuit of happiness, share God's promised "dominion over all the earth," can only win, or after winning hold, that happy place, by grasping all the power of completest knowledge of its possessions and laws. Thus necessity combines with wisdom to charge the state, obedient to the overruling law of the equal rights of all, to provide and proffer the utmost best as the rightful portion of every citizen youth capable to embrace and utilize the gift. And when we know that in 1900 this state contained over 116,000 youths, eighteen to twenty years of age, we can but see, in the small proportion led to these fountains, greater duty to the future than satisfaction with even the marked achievement of the past. We are yet far, far below the plane of the democracy of learning.

Let me add—to parry misconceptions—that to seek more implies no yielding of treasures gained; that so far from suggesting diminished pursuit of "the humanities," I regard ardent efficiency in those liberal studies so essential to the university as to constitute the truest guage of its scholastic character, and any

slackening there to mark a retrograde neither to be tolerated nor to be excused by advances otherwise. The language we speak can rarely fall in eloquence or purity from tongue or pen uninspired by this dicipline; nor has any other training won richer triumphs for the intellect. Investigation and research must ever be insistent in these fields, still fruitful of buried treasures; and moreover, doubly necessary to co-ordinate the true acquisitions of the past with the gains of science.

Turning next to the university's mission to impart and infuse the elixir of wisdom, we pause now only on the grand objective—the creation of citizens of intelligence and virtue, apt to enjoy and advance the privileges and aspirations of a noble humanity. This is the aim, the justification, the mandate of the state in all its undertakings for education; culminating here in chiefest obligation. None is fit to be among its instructors who reckons not with this duty in every hour; none tolerable among its disciples whose secret heart swells not with yearning for that crown of excellence.

To seek the power of knowledge for the gains of mere selfishness is criminal debasement; to accept its investiture for increase of usefulness among men, exalts and ennobles the soul. The first issues in sin; the last in wisdom. All the glory of this university would turn to corruption were its lesson and example not addressed to the making first of character, even above intelligence. Learning, intellect, character; the best of these is character. Without it, the others may be

but spirits of evil; with it, angels of light and leading.

For such purposes, to such ideals, you, sir, have been called to head and guide this generous foundation of the state for her good people. You succeed to a noble line in its presidency. I shall be pardoned if I name the only one known to my student life from the first day of opening in the—then solitary—old North Hall. To that great, good man, first chancellor, John H. Lathrop, who, with true vision of its high aims and ultimate triumph, wrought its establishment, unfaltering amid storm and trial, my heart fondly turns with reverent respect and affection. Would he, too, might return to view this monument to his wisdom and labors now! Ever green be his memory preserved in honor here; worthy first among the glorious men who have builded to its height and fame the University of Wisconsin!

Your task, as your succession, sir, is great and splendid. All the energies of life will be none too much for it. To its worthy, its high performance, the regents, who have given you their trust, now bring you hope and cheer. On with it! And in the gracious favor of Providence, may this good institution of learning be forever a beacon of light and a blessing to mankind.

ADDRESS ON BEHALF OF THE ALUMNI

HONORABLE JOHN JACOB ESCH

Mr. President, Fellow Alumni, Ladies and Gentlemen:

Fifty years span an average human life and compass the bulk of its achievements. The semi-centennial anniversary of a seat of learning is as a first milestone on a long road. The first mile of any road indicates in great measure its direction, character, and object. On this occasion, with the first fifty years of progress to the credit of our university, "History is brought face to face with prophecy." The purpose of its founders, the policies they initiated, the past attitude of the state, the character and amount of its intellectual output, constitute the materials out of which we to-day weave the prophecies for a triumphant future.

Brick and stone and a sightly place do not make a university, but men,—men blessed with a gift more rare than that of poets, the gift to teach. Our Alma Mater has indeed been fortunate. From the days when old North Hall stood alone, to this glad day of jubilee, when all her hills are templed, strong men and women in her faculties have taught this doctrine, "Take fast

hold of instruction; let her not go: keep her; for she is thy life."

There are on this platform representatives who speak for the husbandmen, for the blade, for the corn in the ear. As the humble mouthpiece of more than five thousand graduates, I speak for the full corn in the ear, the garnered harvests. The quality of these harvests is what a Lathrop, a Barnard, a Sterling, a Twombly, a Chadbourne, a Bascom, a Chamberlin, an Adams, a Birge, and able colaborers from the beginning have made it. The world approves of the quality. The trade-mark "U. W." passes current here at home, elsewhere, and everywhere. Jurists on the bench, lawyers at the bar, priests, ministers, missionaries and bishops in the church, doctors in medicine and surgeons in field and hospital, agriculturalists, scientists, teachers, authors, poets, lecturers on platforms, actors on the stage, mayors of cities, governors of states, orators in listening senates, statesmen in legislative halls, counsellors in cabinets, ministers in foreign chancelleries, and those who in the crisis

> Ventured life and love and youth
> For the great prize of death in battle;

all are witnesses multitudinous of the world's approbation and to the debt they owe to this, "the hearthstone of their intellectual life."

Webster owed much to Dartmouth, Longfellow to Bowdoin, Root to Hamilton, but they nobly and in fullest measure repaid the debt by adding to the fame of Alma Mater. In striving "to mould and stamp the

ore of thought,'' universities have evolved master spirits whose words and deeds have revolutionized but bettered mankind. One such spirit justifies great public expense and atones for years of intellectual leanness. Many of our alumni have entered into the lime light of publicity and stood the test with credit to themselves and to the university. Many more have not, but exert a quiet yet pervasive influence for good in their several communities. Animated by a passion for truth, ''they look at life as a measure to be filled instead of a cup to be drained.'' They, together with all our alumni, students, and friends, believe in the words of President Eliot of Harvard, that the hope of our university is ''to enrich, adorn, and make happier and more abundant the life of a nation and of every individual in it; to make the forces of nature contribute more and more to the welfare of man; to so purify and strengthen democracy as to establish it in all Christian countries, and to call the American people in ever clearer tones, to that righteousness which can alone exalt a nation.''

The days when Lady Montagu could say of her own sex that ''it was in a degree criminal to improve our reason or fancy we have any'' are past forever. As one of the pioneers of coeducation, the university has sent forth hundreds of alumnae, splendidly equipped to engage in almost every walk of life. Success has been their portion. In matters of social, educational, and religious concern in our beloved state, their kindly influence has been deeply felt. Their education here

has not detracted from but added to their womanhood. God bless the woman graduate of our university; may her kind increase.

During these past fifty years, who shall set a limit to the influence which this institution through its graduates has exerted in amalgamating and Americanizing the heterogeneous tribes and peoples who settled this mighty commonwealth? It is to-day an institution more cosmopolitan than many a foreign seat of learning, hoary with age. Its annual catalogue will show more Scandinavians than that of Heidelberg, more Germans than that of Oxford, more Irish than that of Paris. Students have come hither from the uttermost parts of the earth and, returning as alumni, have carried something of our Wisconsin spirit and tradition unto the masses of India, China, and Japan, apt children of our civilization.

Schools while disseminating, also harmonize ideas and make what was once the possession of an individual, mankind's inheritance. New principles in mathematics, physics, geology, begotten in a single brain, are here given to the world through books and oral teachings, and being true, are accepted and become incorporated in the world's sum of knowledge. Fortunate indeed is that student, graduate, or professor who can thus benefit mankind by adding to its wisdom.

A university tradition can come not suddenly, nor through rich endowments, but through length of years and the achievements and sacrifices of its faculty, stu-

dents, and alumni. It is tradition which is the cohesive power binding together students and alumni as with bands of steel. It is tradition which makes son follow the footsteps of the father until the family name recurs with each succeeding generation. It is tradition which endears the very names of "Fair Harvard," "Sons of Eli," and "Old Nassau" to the thousands who have passed out from the portals of Harvard, Yale, and Princeton. Though but one half a century old, the genuine Wisconsin spirit of fighting best when nearest defeat, is becoming traditional. The same determination shown on many a historic athletic field, has been carried into social, political, and intellectual contests in after life.

One element of college life which manifests itself in older and especially in eastern institutions is that which inspires the alumni to show their gratitude to their Alma Mater through bequests, gifts, or endowments. All the financial aid given to the university, other than by the state and federal governments, in fifty years would not equal a single one of the many bequests showered upon Harvard, Yale, or Princeton. Why is this? Is it because being a state institution, supported by general taxation, we, students and alumni, feel no sense of obligation or of gratitude for an education which compared with the cost in other institutions is comparatively free? I hope not. Our earlier graduates, few in number, contending against adverse conditions in an unsettled state, had fewer op-

portunities to amass such fortunes as would justify considerable benefactions. With the increasing size and influence of the university and the growing prosperity of many alumni, I wish on this most auspicious occasion to appeal to the hundreds of them here assembled in the words of President Angell, "If you would cherish a reasonable hope of future felicity, you must first provide for a generous gift to the university." Perpetuate yourselves by founding some scholarship or endowing some chair for original research to the end that opportunities may here be offered second to none in the land. At Princeton's sesquicentennial in 1896 a memorial fund was raised by friends and alumni of over one million six hundred thousand dollars. May the time come, and that speedily, when from out our midst there may rise a second Pearsons, Cornell, Hopkins, or Stanford to provide means for educational work and research which even a just and generous state cannot undertake.

Mr. President, just a quarter of a century ago, you and I were college mates. Then our total attendance did not equal in number the present graduating class. Then we studied under a curriculum which would now be considered provincial. Then the decision of a joint debate between Athena and Hesperia had, in our opinion, more weight in settling the affairs of men, than has to-day an arbitrament of the Hague tribunal. Then to send our ball team to Beloit was an undertaking of great pith and moment; three weeks hence, hun-

dreds of our students and alumni will take their stand on an arch of Poughkeepsie bridge and midst the blare of trumpets and college yells, trace the path to victory of Wisconsin's shells.

In those days of comparatively small things, you imbibed large ideas from big men. While some of us "are scarce our fathers' shadows cast at noon," you have grown to full stature. Honored as no other alumnus has been in being elected to the presidency, you in turn have brought to your high office a reputation, fairly won in the world of science, as an indefatigable, independent seeker after truth. On behalf of over five thousand alumni, I congratulate both the university and yourself upon this glad occasion which marks your formal induction into office and the beginning of another fifty years of progress. During the twenty-six years of John Witherspoon's presidency at Princeton, there were graduated no less than thirteen governors of states, three judges of the Supreme Court, twenty-three representatives, twenty senators, one vice-president and one president of the United States, and scores of others, who in the days of the Revolution were veritable fathers in Israel. May your administration usher in the Augustan age of our university and may she with the great universities of sister states, here represented, train the youth of our land into obedience to constituted authority, respect for the state and its institutions, and into a public spirited, courageous, and patriotic citizenship.

At this jubilee, Stedman's invocation to Yale comes to mind:

Strong mother! thou who from the doorways old,
Or housed anew in beauty renovate,
Hast spread thine heritage a hundredfold,—
Hast wrought us to thy mould,
Whether the bread of ease or toil we ate;

Thou who hast made thy sons coequal all,
The least one of thy progeny a peer
Wearing for worth not birth his coronal,—
The watchmen on thy wall
Wax proud this sundawn of thy cyclic year!

ADDRESS ON BEHALF OF THE PUBLIC SCHOOL SYSTEM OF THE STATE

SUPERINTENDENT CHARLES PRESTON CARY

The state of Wisconsin may safely pride herself upon an educational system that, upon the whole, is unexcelled by that of any other state in the Union. The comment is often made by statesmen and educators of other states that we have the best and most wisely planned system of schools to be found in the United States.

From the beginning of the kindergarten to the post graduate courses in the university, the various parts are so well articulated and unified that the ambitious youth of our state find immediately above and beyond them at every stage of their progress attractive educational advantages, urging them onward and upward, without money and without price. Recent legislation has made it possible for the country boy who has completed the common school course of study, to attend the nearest free high school and have his tuition paid. On every hand we see evidences of the firm and abiding faith of our people in the education of the rising generation,—education, not only in the rudiments of

learning, but in the higher and the highest training as well. This splendid institution that crowns the hill beyond us, crowns also the educational system of our state.

Dear to every worthy citizen of our commonwealth as the apple of his eye, this institution has received and will receive the fostering care, the zealous concern of all whose watchword for the state is "Forward." Here come the choicest spirits of our land and voluntarily devote themselves to years of study and to discipline. Here are educated our leaders in the various fields of human enterprise.

To the leadership of this splendid institution, which the wisdom of those who have gone before us has builded, we have called you, Mr. President, firm in the belief that you possess the wisdom, the scholarship, the nobility of character, which will enable you to plan wisely for the future of the university. Your life has been intimately associated with the university for many years, both as student and teacher. Your opportunities have been most excellent for learning the spirit and traditions of the institution, for learning the temper and ideals of the flower of the citizenship of our state which stands back of this institution and gives it life and force. Your record is one that does honor to yourself and to your Alma Mater; that the same may be said of you at the close of your career as president, whenever that inevitable event may come, is the sincere wish of us all.

But let us remind you that while we are pleased to honor you, we shall demand much of you. It is no easy task to stand where you stand at this hour. Your scholarship, your character, your manhood, must be to our youth an inspiration and a model. Your farseeing wisdom must lay foundations upon which the years may build with safety and confidence.

Not the least of your tasks will be to provide for the services of the state young men and women of sound scholarship, pure and elevated lives, to train and instruct the pupils who are crowding our high schools and our various other institutions of learning. No one need of the state is paramount in importance to the need of professionally trained teachers, possessed of sound scholarship. Universities in the past have been none too friendly to the idea of professional training for teachers. In fact, the department of education has often been looked upon as a farce. But the time will surely come when even university men must all know something of the human mind and the methods by which it is most effectively awakened and stimulated into self-activity. To learn a thing from books, from observation and experiment, is a comparatively easy task for the mind that is eager for that sort of thing. To pour out this information day by day in a class room in the presence of half a hundred young people is simple and easy. But to teach these same young people, to rouse their minds from lethargy, to enlist their active interest in this same information so that it may become of real educational value, is not so easy,

—in fact it is extremely difficult. The time will doubtless come when a university department of education without a school of practice will be as much of an anomaly, as much of an absurdity, as a department of physics without a laboratory, or a medical department without a clinic. Teaching is an art, and a true teacher is an artist before whom the painter or sculptor must stand with uncovered head. At rare intervals in the world's history the born teacher, the genius, appears; but the world's work in teaching must always be done by those trained to it, not born to it.

There are at this time on the side of internal organization some difficult problems calling for solution. Many of these problems are largely due to the unparalleled growth of the university in recent years. Time will permit me to mention only two or three of these. The first is the problem of adequate attention to, and instruction of, the first year class. If there is any time in a boy's life when he needs to fall into the hands of teachers who possess strong personalities and large sympathetic natures, it is in the freshman year in college. He then needs teachers who can impress him strongly, who are personally interested in his successes and his failures, his temptations and his trials. The teacher of freshmen need not be a profound scholar, but he does need to be filled with the spirit of helpfulness, and endowed with the tact and skill necessary to make his good intentions bear abundant fruit in the lives and characters of those who are just at this time taking their bearings for life's fateful journey.

Yet another problem is that of graduate work. It is the function of the university proper, or graduate school, to produce scholars and investigators. To conduct graduate work on a large scale and with properly qualified professors is difficult and expensive, yet it is work that returns to the state and to civilization many fold what it costs. Our university needs strengthening at this point. We take just pride in the many scholarly men and women who have gone out from the university in the past, but we must not shut our eyes to the fact that the record of the past fifty years will not serve as a criterion for the coming fifty years or even for the next decade.

Another aspect of university work, I cannot pass by without a word. This is an age of natural science, which means an age of the conquest of nature. It is in many respects a utilitarian age, and young men are quick to catch the spirit of the times and demand courses that look to returns of a utilitarian sort. It would be futile to quarrel with this aspect of modern life, even were we so disposed. But it is well for a great university ever to seek to cultivate in the minds of the noble youth who seek its fostering care, a love for the humanities. In them is to be found the warmth of pulsing life; in them are to be found the nerve-like bonds that make the whole world kin. The graduate who goes forth from the university merely a cold-blooded scientist is not even half a man. His senses may be acute, his logical faculties trained to precision in their machine-like action, but unless he can warm

his heart at the genial fires of literature, unless he is stirred by the heroic deeds of mankind in the deadly struggle of the past for freedom and liberty, he is indeed but a churl.

Again, let me repeat, we have faith to believe, sir, that you will not fail us in these large and difficult undertakings to which you have so recently been called. We confidently expect you to become a potent factor in the solution of many pressing educational questions which lie outside the university walls. We expect you to extend a hand of cordial fellowship to the excellent private colleges with which our state is blessed. They can be of service to the university in numerous ways which time does not now permit me to discuss. We expect you to aid especially in developing our high schools, the principal feeders of the university. We know that you will view broadly the relationship of the secondary schools to the university, and that under your leadership co-operation, and not dictation, will prevail.

Finally, in the name of the public school interests of the state, I extend to you most cordial greetings and express the hope that your services to this university may be felt as a leavening influence in every branch of education throughout the state.

ADDRESS ON BEHALF OF THE UNIVERSITY FACULTY

PROFESSOR FREDERICK JACKSON TURNER

President Van Hise, the members of the faculty are proud that one of their number has been called to preside over the University of Wisconsin. We pledge you our loyal and affectionate co-operation. We take your election as a proof that this university has come to full manhood. Wisconsin has produced from its sons an alumnus, a member of the faculty, to whom the regents have now confided the high office of president.

As your colleagues we have rejoiced in your steady and masterful achievements in science; we have noted the success of the students you have trained; we have realized the value of your judgment and your counsel in the faculty; and we have come to know and to trust you as a man, forceful, open, sincere, sympathetic, guided by lofty purposes and splendid faith. We know that your administration will give full and cordial recognition to the share of the faculty in shaping and administering university policy, and we welcome your leadership. We know you believe that the reason buildings are erected here, the reason students gather

here, is that here the state has brought together a body of men to widen the bounds of knowledge, to shape knowledge to the uses of education, to discipline the minds and to elevate the ideals of the youth who seek the university.

A little band of scholars drawn from many parts of this nation began teaching here half a century ago when Wisconsin was just passing from frontier conditions. They worked and their successors have worked to fulfill the ideas of the founders that in all the great interests of Wisconsin, in all the fields of social activity, the university should lift the life of the state to higher planes. You yourself have put aside personal profit to serve the state and nation in your chosen science. By your career you have made yourself peculiarly the representative of this idea of service.

The university exists not to equip individual students to outstrip their fellows in a selfish struggle for advancement. It exists by the bounty of the nation and the state in order that here, in the purer atmosphere of learning, may be developed capacity for service to the people. Here in the center of the republic, here in the middle west, are developing the forces that shall rule the nation. Here is the opportunity of the University of Wisconsin profoundly to influence this society by training and uplifting men and women, by fostering intellectual and moral power and high ideals in this vast industrial democracy.

We salute you as our leader and we turn seriously but hopefully to the future. With you as captain, the

University of Wisconsin starts on its second half century,—a training ship bound on a voyage of discovery, seeking wider horizons, new realms of truth and duty in which the human spirit may unfold.

ADDRESS ON BEHALF OF THE STUDENTS OF THE UNIVERSITY

EBEN ROGER MINAHAN

President Van Hise, the undergraduates of the University of Wisconsin extend to you their hearty congratulations. This day opens a great new chapter in the history of the university. For fifty years she has fostered in the brains and hearts of the people of this state the idea of a modern secular university. For fifty years she has deepened and broadened her instruction to the ever expanding boundaries of man's needs and aspirations. In fifty years she has reared a mighty family of five thousand loyal sons and daughters. In court and senate chamber, bridging rivers or tunneling mountains, fighting disease in the human body or in society; directing, shaping, controlling the efforts of men along the lines of education, whether in athletics, or in philosophy, or in science, as instructors or professors or presidents of great universities, we meet the Wisconsin alumni. We meet them along the line of politics, governing states or guiding the course of a nation. In the editorial chair, in the pulpit, everywhere, they have found a field for noble, honorable ac-

tivity. We are proud of the achievements of these, our brothers and sisters, and we pledge here, to-day, for ourselves and for the unnumbered host that shall come after us, a like beneficent activity, and an evergrowing love and loyalty to the university, and to you, sir, our elder brother, its distinguished president.

The regents have wisely intrusted the destinies of this great institution to the strong hands of one of her illustrious sons. This is the crowning glory of our achievement and the undergraduates represented here to-day heartily applaud that action.

The university is preparing young men and women for service to a world that needs them. Education must be further extended, because intelligence is the most potent weapon against the evils of modern society, evils that have come with a congested population and a highly complicated economic and industrial structure. Education must be further broadened, broadened to meet and solve the gigantic problems of modern politics,—problems national and international in scope. The university will in the end bring certain death to the cunning self-seekers who betray the confidence of the people. Only the university can answer all the new and great questions that modern conditions present. To maintain Wisconsin's high standard of the past, and to advance that standard still higher in the future, she must court absolute catholicity of thought. The censor must vanish in spirit as in name. The bars must be let down to the idea. Provincialism in thought is a dangerous enemy to whole-

some reform. The university owes it to the state that the ripest thought of men of ideas be presented to students here, before they enter upon their life work. Inducement should be held out to the leaders of every movement, every creed, every party, to come before us to expound the principles that underlie their convictions. Fair-mindedness suggests such a policy and modern conditions demand it. An administration of the university that fosters such a spirit—that I am sure, President Van Hise, is the very breath of your intellectual life—will receive the unanimous support of the student body and the thanks of future generations.

For many years we have known Professor Van Hise. As a member of the faculty, he has endeared himself to all. He was ever mindful of the students' interests, and only a complete list of the undergraduates would show the number of his friends. We believe in him. We know that his ability, his enthusiasm, and his fairness insure the advancement of the university. His untiring energy will keep Wisconsin at the front. The student body, three thousand strong, with all due respect, but with genuine Wisconsin democracy, extends the right hand of friendship and congratulation to Charles R. Van Hise, our new president.

INAUGURAL ADDRESS

PRESIDENT CHARLES RICHARD VAN HISE

"And ye shall hallow the fiftieth year. . . . A jubilee shall that fiftieth year be unto you."—*Leviticus*, xxv: 10-11.

Upon behalf of the regents and faculty I thank the hundreds who have come here to join in the jubilee of the University of Wisconsin. We are delighted to welcome our guests from all parts of the United States, from Canada, from Europe, and from other parts of the world. Among the honored guests are official representatives of universities, academies, and learned societies, of museums and libraries, bearing the congratulations of the institutions which they represent. That the chief learned institutions of the United States, a considerable number of foreign institutions, and many renowned scholars should regard this jubilee as of such consequence as to wish to take part in it, should encourage the state to continue to support and further develop its university.

Fifty years ago the instructional force of the very small college here situated, even then called the University of Wisconsin, consisted of four members—three professors and one tutor. That year there were in

attendance 56 students, all men, of whom only 41 were of collegiate grade. The only building on the grounds was old North Hall. This building still stands to give evidence of the architectural taste of those who designed it. Even in those early days Chancellor Lathrop and other men who controlled the policy of the university had visions of the future. A wide avenue was laid out from the head of State Street to the crest of University Hill. Upon one side of the avenue, somewhat down the slope, was placed North Hall, it being planned to build a South Hall at the corresponding place upon the other side, and to locate the main building of the future university upon the crest of the hill. The dreams of the men of this time went even further than this, their plans providing for four dormitories. Later structures, and all succeeding plans, have left open the broad avenue above State Street, and the three buildings—North, South, and University Halls—stand at the places assigned them by the men who, in their minds, created these structures before the foundation of any was laid.

At the end of the college year of a half century ago two students were graduated, Charles T. Wakeley and Levi Booth. We hoped the latter would sit upon the platform to-day as a guest of the university, but in the midst of his preparations for the long journey from Denver he was stricken with a serious disease. We deeply sympathize with him in his misfortune and hope for his speedy recovery. Upright and influential in the community in which he lives, a leader in his chosen

vocation, we recognize him as a type of the thousands who since 1854 have been granted the degree of this university.

The morning is too far advanced to permit a narrative of the development of the University of Wisconsin from the time it bestowed its first degree upon Charles T. Wakeley and Levi Booth. Many of us have read of, and some of those here present knew of the struggle first for existence and, later, for advancement, during the twenty years from 1854 to 1874.

At the beginning of this period John H. Lathrop was chancellor; then followed the two years' incumbency of Chancellor Barnard; the headship of Professor Sterling for six years; the presidency of Paul Chadbourne for three years; and the three years' term of President Twombly. During these years great progress was made, with exceeding slowness and difficulty at first, haltingly always, but still progress. South Hall and University Hall, planned by the adventurous thoughts of the leaders of the early days, were built. Slowly recognizing that in a state university there must be no distinction between the sexes, the authorities constructed Chadbourne Hall and gradually admitted women to all the privileges of the university. Substantially the same relations which now obtain between the high schools and the university were established, the certificates of high schools being accepted by the university, thus linking together in one unbroken chain the various branches of state education. The departments of law, agriculture, and en-

gineering were started. Finally, in 1872, the state, confessing that it had frittered away the university land-grants in order to attract settlers to Wisconsin, recognized its obligation, and gave to the university financial support to the extent of $10,000 per annum. This sum was small, but it was of profound significance as marking the recognition of a fundamental obligation of the state, the ignoring of which would have delayed for many years the growth of the university, if it would not have indefinitely condemned the institution to obscurity. At the end of this period of twenty years, in 1874, the faculty consisted of 27 members; the students, exclusive of the preparatory class, numbered 312.

While the dawn of prosperity may be said to have appeared between 1870 and 1874, this latter year marked a new epoch in the university, for then came John Bascom, of Williamstown, Mass., as our president. His administration continued for thirteen years, from 1874 to 1887. Preparatory work was now cut off, and transferred to the high schools. The college of letters and science, in these earlier years called the college of arts and letters, became consolidated and unified. Strong courses in the liberal arts were built up. While instruction in law and the applied sciences of agriculture and engineering increased somewhat, these subjects were still of very subordinate importance. During the administration of Dr. Bascom the instructional force increased from 29 to 49, the college students from 310 to 505. At the beginning of

this administration there was one so-called resident graduate and at the end there were three. These advanced students mark the beginning of graduate work. During President Bascom's administration Assembly Hall and the first Science Hall were built. A few years later the latter was destroyed by fire; but so rapid had been the development of science in the university, that it was necessary to replace this building by a larger and better Science Hall and to provide separate buildings for chemistry and shop work.

Of deep significance with reference to the future was the fact that during these years ex-Governor C. C. Washburn, a man who had gained his fortune in the northwest, gave a portion of his wealth to the university in the form of the Washburn Astronomical Observatory. For more than twenty-five years this institution has been of inestimable advantage to students of science, and one of the important centers of productive scholarship at the university. It has thus helped to make the university known, not only in the state, but throughout the nation and the world. But perhaps most promising of all with reference to the future, was the act, in 1876, of the state legislature, which provided for a continuing one tenth of a mill tax for the support of the university. In 1883 this tax was increased to one eighth of a mill. There was a further increase in this tax by one tenth of a mill in 1891, and an additional increase of one fifth of a mill in 1895. These taxes were first temporary, but were later made permanent. As a result of all this legislation, in 1897,

there was a permanent seventeen fortieths of a mill tax available for the support of the university. In 1899 the mill tax was repealed and a continuing definite annual appropriation substituted for it. By this legislation the state gradually became committed to permanent and liberal financial support of the university.

While the alumni of the time of John Bascom remember with delight their student days, while they retain much that they then acquired, while they place above price the intellectual attainments which have enabled them successfully to deal with the world, probably for many of them the most treasured remembrance, the most potent influence which they carried away from the university, was the pervasive, mastering, moral power of John Bascom, whose personality wrought itself during his presidency into every graduate. The men of the days of Dr. Bascom may or may not now believe the tenets of his formal philosophy and ethics as given in his books, and as pounded into them in the class-room with sledge-hammer blows, but they believe and share in his high ideals, are inspired by his burning enthusiasm, and have been led to stand steadily for the right.

Following the administration of Dr. Bascom came that of President Chamberlin, from 1887 to 1892. During these years the new Science Hall was completed, and an appropriation was secured for a dairy building, (later called Hiram Smith Hall), a law building, and a gymnasium. The first of these buildings was substan-

tially completed and the others were begun during Dr. Chamberlin's administration. During these years the instructional force increased from 50 to 68; the students from 505 to 1,092. The graduate students increased from 3 to 22. The work in agriculture and engineering, which had been mere adjuncts to the study of liberal arts, received organization as colleges. This perfected the present organization of the university into colleges of letters and science, of engineeering, of agriculture, and of law.

A distinctive feature of Chamberlin's administration was the recognition of the importance of applied science. The profound necessity for raising the ancient art of agriculture to a science, in order that the land shall yield its fullest return, and that the occupation shall be dignified and ennobled, was fully appreciated. It was also seen that in this age, in which the world is for the first time being taken possession of by man, advance is largely in the hands of the engineer.

But, perhaps, of even greater significance than the development of applied science was the emphasis placed by Chamberlin upon scholarship and research—a definite attempt on his part to make the institution of which he was the head justify the name of university. To this end the system of university fellowships was established, scholars and investigators were added to the faculty, and the small beginnings appeared of what, during the present year, became a graduate school. The profound influence of this movement was not limited to the advancement of knowledge. It was

equally important in the diffusion of knowledge. The man who is so full of enthusiasm for his chosen subject that he will burn his brains for its advancement is an inspiring teacher. He is the man who illuminates the knowledge of a thousand years ago with the discovery of to-day.

Following Chamberlin's administration came that of Adams from 1892 to 1901. On account of the ill-health of Dr. Adams, for the last two years of his administration, the charge of affairs was largely in the hands of Dr. Birge, and, after Dr. Adams' resignation in 1901, Dr. Birge was acting president until 1903. During these eleven years the gymnasium was finished, and to the agricultural buildings, the Horticulture-Physics Building, Agricultural Hall, and other less important structures were added. And, crowning all, by the joint efforts of the historical society and the university, the superb state library building arose, little short of the perfection of the ancient models. This building stands as a permanent influence for the promotion of the beautiful and appropriate in architecture.

During the eleven years' administration of Drs. Adams and Birge the instructional force increased from 69 to 188, the number of students from 1,092 to 2,870, and the graduate students from 22 to 119.

The applied sciences of engineering and agriculture rapidly developed during those years toward their true proportionate position in the university. The course in commerce, which may be called a course in applied

arts, was organized. This course was at once a conspicuous success.

The rapid rise of applied education in the university during the administrations of Chamberlin and Adams alarmed some persons, who feared that the influence of the liberal arts was thereby endangered. As a matter of fact, during the five years of Chamberlin's administration the number of undergraduates in the college of letters and science increased from 383 to 552, and during the following eleven years to 1903, excluding those in pharmacy, from 552 to 1,122. During these same sixteen years the number of graduate students increased from 3 to 119.

In education, as in industry, when a fortunate development takes place which meets a need, it finds students adapted to it. Were it not for the courses of applied education in the university, it is safe to say that about 1,000 students now here would be somewhere else, and it is also certain that if technical education had nowhere developed in this country, a large proportion of this 1,000 students would never have entered a university. If one but compares the very slow increase in the number of students at Oxford, where the old curriculum has remained largely intact, with the rapid increase in the number of university students where applied education has developed, he will not doubt the correctness of these statements. Applied education is mainly fed by a new constituency. While applied education may attract a few students who otherwise would have gone into the courses of

liberal arts, the tremendously increased momentum of the educational movement produced by the large numbers that flock to the universities probably has brought to the liberal arts more students than have been lost to them by the rise of applied knowledge.

While all this is true, it is fortunate that in this university the college of letters and science became so firmly established before agriculture and engineering were developed. So strong are the liberal arts and pure science, that I have no fear that the college of letters and science will lose its leading position in the university. For this college the union of the great Historical Library, the University Library, and the Wisconsin Academy Library is most fortunate. This superb joint library is doing for the liberal arts what the various science buildings with their equipment have done for the pure and applied sciences, affording opportunity for the highest grade of work, an opportunity utilized by the students in those departments in which men of university caliber occupy the chairs. An evidence of the increasing power of the courses in liberal arts is the recent growth of graduate work, the students in which, with few exceptions, are in the college of letters and science.

During the current year the schools of economics and political science, of history, of pharmacy, of education, and of commerce, which had been organized under the administrations of Chamberlin and Adams, have been merged in the college of letters and science. These changes place all of the work in economics done

in the university in the department of political economy; all of the botanical and chemical work heretofore done in the school of pharmacy under the departments of botany and chemistry, respectively. The purpose of the change is to correlate the work in these various lines with the work in the liberal arts, thus unifying the college of letters and science without weakening its various courses in any way. The courses in commerce and in pharmacy now have the same relation to the other courses of the college of letters and science, that the courses in civil engineering and electrical engineering have to the course in general engineering. The graduate work of the university, being located in all of the colleges and representing their culmination, has been organized into a school.

The catalogue of the present year shows an attendance of 3,150 students, and an instructional force of 228, while at this commencement there will be conferred in course 361 degrees, of which 334 are bachelors', 17 masters', and 10 doctors' degrees. If we contrast these numbers with those of fifty years ago, an instructional force of 4, 56 students, and 2 baccalaureate graduates, is it surprising that we should cry, "and ye shall hallow the fiftieth year. . . . A jubilee shall that fiftieth year be unto you"? And with our joyfulness there is a profound feeling of thankfulness to the state that has had the wisdom to be guided by men of such breadth of view as to provide liberally for the education of its children and of all

others who care to share its educational hospitality.

While the achievements of the past fifty years are sufficiently great for celebration, the ideal of the state university is still more worthy of celebration. A score of years ago it could not have been said of any state in America, that it had shown willingness to support a university of the highest class; but now several state institutions are recognized as standing in the first group among American universities. These institutions are mainly supported through taxation imposed by a democracy upon itself, for the sons and daughters of the state, poor and rich alike. Until this movement of the state universities had developed, the advantages of all educational institutions of the highest rank in all countries had been restricted to one sex, and even now it is practically impossible for the sons of artisans and laborers to enter the doors of many. In state institutions, where education is maintained by the people for the good of the state, no restriction as to class or sex is possible. A state university can only permanently succeed where its doors are open to all of both sexes who possess sufficient intellectual endowment, where the financial terms are so easy that the industrious poor may find the way, and where the student sentiment is such that each stands upon an equal footing with all. This is the state university ideal, and this is a new thing in the world.

The older universities of America have developed from small colleges. The earlier colleges of the United States were modeled upon Oxford and Cambridge.

We turn for a moment to these institutions, in order to understand the nature of their influence upon the American university. If one were to name the most fundamental characteristic of these English institutions, it would be the system of halls of residence, involving commons, unions, and athletic fields. The communal life of instructors and students in work, in play, and in social relations is the very essence of the spirit of Oxford and Cambridge. It might almost be said that this constitutes Oxford and Cambridge. So fundamental have the English regarded the system that, from time to time, when the students have become too numerous for accommodation in existing quadrangles, another college has been founded upon the pattern of the others. If one were to consider the modern demands upon a university and especially the demands for wide opportunity to study science, pure and applied, he could scarcely imagine a more antiquated system than that represented at Oxford and Cambridge. Indeed, the old system has failed to meet the new conditions, and Cambridge especially is being rapidly modified under them, the various colleges contributing jointly for laboratories in pure and applied science, which may be utilized by the students of all the colleges. But, in making these radical changes, there is no thought of abandoning the halls of residence, with their communal life. Rather than surrender these, the authorities would, I believe, give up all modern lines of work. The college system of Oxford and Cambridge may seem absurd, but for some

reason these universities have produced an astonishingly large proportion of great statesmen, writers, and scientists. The men of Oxford and Cambridge have been largely instrumental in extending the empire of Britain over the earth; they have contributed liberally to the greatest literature of the world; they have furnished many fundamental ideas to science. In view of these stupendous results we need scarcely wonder that the Englishman is not eager to make over Oxford and Cambridge after the Yankee or the German model.

In the early days of the University of Wisconsin, when the only college buildings were North and South Halls, when Professor Sterling, his family, several instructors, and a majority of the students lived in these halls, we had the essentials of the English system. Even when President Bascom came here in 1874 the remnants of the system still existed. Many of the men, a majority of the women, and a number of the instructors lived in the dormitories. In 1884 came the disastrous fire which destroyed the first Science Hall. There was urgent necessity for lecture rooms and laboratories to carry on the instructional work of the institution. Without any definite plan to change our system, indeed without any thought of the profound change which was being made in the character of the university, the students were turned from the dormitories, and halls of residence for men at Wisconsin were abandoned.

I have no doubt that every one of the alumni here, who in the old days lived in North or South Hall, feels

that this change, although possibly necessary at the time, was most unfortunate. The professor in the class-room and the laboratory can do much for a student, and especially he can do much if he believes that one of the highest functions of a professor is that of a comrade. But, when the student goes out into the world, there is no other part of his education which is of such fundamental importance as capacity to deal with men, to see the other fellow's point of view, to have sympathetic appreciation with all that may be good in that point of view, and yet to retain firmly his own ideas and to adjust the two in fair proportion. Nothing that the professor or laboratory can do for the student can take the place of daily close companionship with hundreds of his fellows. In the intimate communal life of the dormitories he must adjust himself to others. He must be genial, fair, likable, or else his lot is rightly a hard one. This fundamental training in adaptability to and appreciation of his fellows can only come from attrition between a large number of human units. These are the reasons, understood without statement by Englishmen, which make them adhere to the Oxford and Cambridge system. These are the reasons, profoundly comprehended by Cecil Rhodes, which led him to leave his entire fortune to establish the Rhodes scholarships at Oxford for the Teutonic race, knowing as he did from experience the influence of the communal life of Oxford in molding a world-conquering man. Believing, as he did, that the Teutonic people are to control the destinies of the

world, he was deeply anxious that many of the best of the youth of Africa, Australia, Canada, Germany, and America should gain the Oxford point of view.

Harvard, Yale, Princeton, and Pennsylvania, originally modeled on the English university, have retained many of the features of that system to the present day. If the University of Wisconsin is to do for the sons of the state what Oxford and Cambridge are doing for the sons of England, if it is to do even what the eastern institutions are accomplishing for their students, not only in producing scholars and investigators, but in making men, it must once more have halls of residence, and to these must be added a commons and a union. At the commons the men meet one another each day; at the union they adjourn for close, wholesome, social intercourse. The union should be a commodious and beautiful building, comfortably, even artistically, furnished. When the students are done with their work in the evening, the attractive union is at hand, where refreshments may be had, and a pleasant hour may be spent at games, with the magazines, in a novel, or in social chat. The coarse attractions of the town have little power in comparison.

But, to build adequate halls of residence, commons, and a union will require large sums of money. What more fitting thing for wealthy men of the state, who have gained their riches by taking advantage of its natural resources, than to turn back to the state some portion of their wealth for this most pressing need? In no way can a man leave a more appropriate and

permanent monument for himself than by building a hall of residence, a commons, or a union. The State of Wisconsin is a safer trustee than any individual or corporation. The man who attaches his name to a hall, a commons, or a union will fix that name as one to be loved in the minds of the unnumbered sons of the state that during the centuries to come will flock to the University of Wisconsin to obtain intellectual training, to develop high ideals, and more than all, to gain sterling, vigorous, self-sufficient, adjustable manhood. May I not hope that before the end of this jubilee year the money will be forthcoming to provide for these needs, so that the necessarily very large demands upon the state may be restricted to supplying additional buildings, equipment, and instructional force made imperative by the extraordinary increase in number of students at the university?

We have now very briefly sketched the effect of one of the influences of the English upon the American university, but there remain other influences to be considered. The original American college was essentially a counterpart of the English college; indeed, this was true well into the nineteenth century. But, in the second half of that century, important American modifications appeared to better adapt the college to our needs. Perhaps the most important of these was the development of pure science and its assimilation by the college of liberal arts. This radical change met with a much more ready welcome in the west than in the east. For a long time in the east science was re-

garded as an intruder, and was only slowly and partially admitted to full fellowship with the studies of the old curriculum. When science was finally, grudgingly, given a place in some of the more important institutions, it was made an appendix to the college, and in a number of cases a new name was attached. This is illustrated by the Lawrence and Sheffield Scientific Schools. In the west science did not receive separate foundations, although the courses in which science was the major line of work were at first kept separate from the old course in which the classics and mathematics dominated. A new degree was given for science, which, for many years at least, was regarded as inferior to the A. B. degree. To the present time in some institutions of the east the distinction between work in science and work in the old curriculum is retained; and in one the organization of the college and the scientific school are so nearly independent that the college has introduced science into its courses, thus duplicating much of the work of the school. And in another, where the separate organization of the classical college and the scientific school is more or less formal, different degrees are granted in the college and in the school, without regard to whether the subjects pursued by the students receiving the different degrees are the same or not. In the state universities where the college and the school of science were never made separate foundations, and where with the great increase in number of subjects, freedom of election has been introduced, it has become recognized either that

there should be a separate degree for every group of studies, or else one degree for any group of liberal studies. This latter alternative has been accepted by the leading state universities, and, in this respect, it is believed that they are leaders in educational progress, although not pioneers, for Johns Hopkins led the way. No one now doubts the right of pure science to full admission to the list of subjects which may be pursued for a liberal education. Not only so, but it is recognized that the scientific spirit has permeated and vivified the studies of the old college course.

Scarcely less noteworthy than the winning of a place for pure science in the university has been the rise of the great groups of studies classified under political economy, political science, sociology, and history. From a very subordinate, almost insignificant, place in the curriculum they have risen to a place not subordinate to classics or science.

The development of these subjects in the universities is destined to have a profound influence upon governmental progress. In the university men are trained to regard economic and social questions as problems to be investigated by the inductive method, and in their solutions to aim at what is best for the whole people rather than at what is favorable to the interests with which they chance to be connected. Such of these men as are filled with a burning enthusiasm for the advancement of the race, are capable of great accomplishment, for they possess the enlightenment upon which wise action may be based. Already men who

have studied history, economics, political science, and sociology in the universities have achieved large results in the formulation and enforcement of the written law, and in the growth of a healthy and powerful public sentiment. Soon such men will be found in every city and hamlet, leading the fight against corruption and misrule, and, even more important and vastly more difficult, leading in constructive advance. In these men lies, in large measure, the hope of a peaceful solution of the great questions deeply concerning the nation, some of which are scarcely less momentous than was that of slavery.

But the western people were not content with the expansion of pure knowledge. They demanded schools of applied knowledge. This demand was early recognized in this and many other universities by the organization of law schools, which deal with subjects closely concerning each individual. So important is the subject of the law that these schools of applied knowledge were very early established and their subsequent development has been uninterrupted.

After science found its way into the universities, a natural, indeed an inevitable outcome of its admission into the institutions supported by the states demanding both culture and efficiency was the rapid growth of the applied sciences, of which the more important are agriculture, engineering, and medicine. The people of the west went even further than this and demanded that language, mathematics, political economy, and history should be taught so as to serve the man of affairs,

and thus there arose here the first strong course in commerce in the United States. Such a course has now been introduced into a number of other institutions, including one of the principal universities of the east. Whether one deplores or approves the rise of applied knowledge in the universities, it is an inevitable movement which, for my part, I expect to see extended. In the recognition of the intellectual power gained by pursuit of applied knowledge and its extreme importance in the development of the nation, the state universities of the west have been at least abreast of the eastern institutions.

From the foregoing it is plain that the most important modifications of the English college system have been the introduction and development of pure science and applied knowledge. While these modifications represented a great broadening of the classical college, they did not produce a proportional increase in the height of the edifice of knowledge.

This leads us to another influence upon the American university, which has profoundly modified it—the German influence. Some thirty years ago Johns Hopkins, at Baltimore, left his fortune to found a university, and Daniel C. Gilman was called as its first president. President Gilman saw an opportunity for a new type of institution in America. Having visited universities abroad, he became convinced that the great need was for a university upon the German model, where investigation and the production of scholars should be the dominating ideas. The ablest scholars at home

and abroad were invited to fill the chairs of Hopkins. The success of this new type of institution in America was almost instantaneous. Not only did Hopkins soon become a chief center of research in this country, but it sent scores of men with Hopkins training as professors to other universities. Even earlier than the foundation of Hopkins, a steady stream of students was returning to America from German universities, bringing with them the German spirit. After the foundation of Hopkins this stream increased rapidly in size. The students trained at Hopkins and in Germany could not fail to influence the more important institutions of the country. There slowly appeared upon the stronger of the old colleges a superstructure.

This upward movement was more quickly felt in the east than in the west, but, even in the west, here and there, a scholar in the state universities appeared who was not content to do instructional work alone. At Wisconsin the first of these were Allen and Irving. Chamberlin, an investigator, believing in research in state universities, when he became president of Wisconsin, began systematically to develop scholarship and research. Other state universities have gone through similar stages of growth. Thus both in the east and in the west the graduate school has arisen upon the college, and its influence permeates all parts of the university. But the growth of the graduate school in the American university has been slow. The cost of such a school, relative to the number of students within it, is large, and it has been assumed that

the state universities especially must not go too far in the development of such a school. No mistake could be so fatal to the power for good of the state university. In Germany, where the universities mainly devote themselves to the class of work done in the graduate school, the universities are, without exception, supported by the government. The German statesman regards it as a matter of course—as settled beyond dispute—that the production of scholars and investigators at the university is a necessity to the nation. To them, he believes, is largely due the great position which Germany has taken during the last half century. It was after the disasters of the Napoleonic wars that the German educational system was reconstructed, at the top of which was the university. The rise of the university has been correlative with, and one of the chief causes for, the rise of Germany.

If time permitted, I should be glad to consider the effect of university work upon the mind of the student, that is, work in which he takes a share as an investigator and during which he acquires the spirit of research. It would be easy to show that the qualities of mind gained by such work are those which best fit him for the struggle of life—which best fit him to handle difficult business, social, and economic problems. In Germany the university scholar is a man of affairs. He is found in all important divisions of administration. Almost every prominent German and Austrian professor is an official adviser to the government. Already, in America, we see the beginning of this move-

ment. University professors are asked to serve on tax commissions, in the valuation of railroads, and in various other capacities. Within the next half century the number of such men in these and similar positions will increase many fold. The college-trained man, and especially the university-trained man, is, directly or indirectly, to control the destinies of the nation.

But while the professor performs important service outside the university, his greatest service is his own creative work and the production of new scholars in the laboratory and seminary. I unhesitatingly assert that there is no investigation of matter or force or mind to-day in progress, but to-morrow may become of inestimable practical value. This could be illustrated by various investigations which have been made here. It is easy to show that the discoveries at the University of Wisconsin bring vastly more wealth to the state each year than the entire expenditure of the institution, but to tell of them might seem like placing too great emphasis upon our own achievements, and I, therefore, turn elsewhere for illustrations.

Scarcely more than a century since, Franklin began studies upon the nature of lightning. Later the character of electrical force was during many years investigated with remarkable power by Faraday. If, during these studies, some one had said, "Of what practical value can be the discoveries of Franklin and Faraday?" no one could have given the answer. Had this work been paid for by the state it would have

been easy to show to the legislature that such a foolish waste of money was wholly unwarranted. But out of the discoveries of Franklin and Faraday, and those who followed them, has come one of the greatest material advances that the world has known. Electricity has become the most docile of the forms of energy. It serves to carry to distant points the power of Niagara. It is the nerves which make all the world one body, which bring to us instantaneously all the happenings in every quarter of the globe, which put in our ear the vibrations of the voice of our friend a thousand miles away. Through increased knowledge of nature the peoples of all nations are being made slowly, haltingly, with occasional disastrous wars, into one family. And this is largely the result of recondite studies upon subtle forces, which, even now, we can not define, but which we can utilize.

A striking case of the profound service of the investigator is furnished by the studies of Pasteur and Koch. If, a half century since, a legislator in France had wished to be humorous at the expense of the scientist, what better object of derision could he have found than his countryman, Pasteur, who was looking through a microscope at the minute forms of life, studying the nature and transformations of yeast and microbes? And yet, from the studies of Pasteur and Koch, and their successors, have sprung the most beneficent discoveries which it has been the lot of man to bestow upon his fellow men. The plague and cholera and yellow fever are controlled; the word diphtheria

no longer whitens the cheek of the parent; even tuberculosis is less dreaded and may soon be conquered; aseptic surgery performs marvelous operations which, a few years ago, would have been pronounced impossible. The human suffering thus alleviated is immeasurable.

These illustrations are sufficient to show that no knowledge of substance or force or life is so remote or minute, although apparently indefinitely distant from present practice, but that to-morrow it may become an indispensable need. The practical man of all practical men is he who, with his face toward truth, follows wherever it may lead, with no thought but to get a deeper insight into the order of the universe in which he lives. It can not be predicted at what distant nook of knowledge, apparently remote from any practical service, a brilliantly useful stream may spring. It is certain that every fundamental discovery yet made by the delving student has been of service to man before a decade has passed.

Already in Wisconsin now and then a scholar has arisen whose most elemental thought is to see deeper into the order of nature. Let the university search well for such spirits and give them unbounded opportunity, for they are to be benefactors, not only of the state, but of the entire earth; for a new truth, a new principle, is not the property of any state, but instantly belongs to the world. May men of creative power, trained by Wisconsin, leave our doors in ever-increasing numbers, until they become a great enlight-

ening influence in the state and the nation! The final and supreme test of the height to which a university attains is its output of creative men, not in science alone, but in arts, in literature, in politics, and in religion.

I, therefore, hold that the state university, a university which is to serve the state, must see to it that scholarship and research of all kinds, whether or not a possible practical value can be pointed out, must be sustained. A privately endowed institution may select some part of knowledge and confine itself to it, but not so a state university. A university supported by the state for all its people, for all its sons and daughters, with their tastes and aptitudes as varied as mankind, can place no bounds upon the lines of its endeavor, else the state is the irreparable loser.

Be the choice of the sons and daughters of the state, language, literature, history, political economy, pure science, agriculture, engineering, architecture, sculpture, painting, or music, they should find at the state university ample opportunity for the pursuit of the chosen subject, even until they become creators in it. Nothing short of such opportunity is just, for each has an equal right to find at the state university the advanced intellectual life adapted to his need. Any narrower view is indefensible. The university should extend its scope until the field is covered from agriculture to the fine arts.

The small amount of creative work in America in literature, music, and art is the point upon which

Europe charges us with semi-barbarism. If the university does not become the center for the cultivation of the highest capacities of the human mind, where is the work to be done in this country? In America there is no other available agency. This work must be undertaken by the university, or else remain undone. If the people of the United States are to cease being mere money getters, if they are to accomplish more than material advance, if they are to have proportional development, the university must give opportunity for training in all lines of human endeavor.

If the University of Wisconsin is to do for the state what it has a right to expect, it must develop, expand, strengthen creative work at whatever cost. Only by so doing is it possible for the university to serve the state in the highest way. For my part, I look forward with absolute confidence to the liberal support by the state of a school whose chief function is to add to the sum of human achievement. I am not willing to admit that a state university under a democracy shall be of lower grade than a state university under a monarchy. I believe that legislatures elected by all the people are as far-sighted as legislatures that represent an aristocracy. A great graduate school will be realized at some state university during this century. Is Wisconsin to have this preeminent position?

We are now able to suggest the ideal American university—one which has the best features of the English system with its dormitories, commons, and union;

one which includes the liberal and the fine arts and the additions of science and applied science; and one which superimposes upon these an advanced school modeled upon the German universities, but with a broader scope. In such a university the student in the colleges of liberal and fine arts has opportunity to elect work in applied science, and thus broaden his education. He feels the inspiring influence of scholarship and research, and thus gains enthusiasm for the elementary work because it leads to the heights. The student in applied knowledge is not restricted to subjects which concern his future profession, but he has the opportunity to pursue the humanities and the fine arts and thus liberalize his education. He, too, feels the stimulus of the graduate school, and, if one of the elect, may become an investigator and thus further ameliorate the lot of mankind by new applications of science to life. The student in the graduate school, primarily concerned with creative scholarship, may supplement a deficient basal training by work in the liberal arts and in the schools of applied knowledge. Thus the colleges of liberal arts, of applied knowledge, and of creative scholarship interlock. Each is stronger and can do the work peculiar to itself better than if alone. This combination university is the American university of the future, and this the University of Wisconsin must become if it is to be the peer of the great universities of the nation.

Wisconsin is among the state universities which have this opportunity open to them. Many of the

states have divided their grants among several foundations, supporting at different localities, schools of liberal arts, of agriculture, of medicine, and of mining. In Wisconsin there is only one institution which attempts to do university work. Public and private funds alike, which are to go to a university, should come to that institution. This statement does not imply lack of appreciation of the excellent and very important work done by the colleges of the state. May they continue to thrive; may they continue to have the support of the citizens of the state; for the many thousands of students that during the next half century are continuously to demand a college education in this state can not be accommodated in one institution. Collegiate work should be done at several centers within the state, but professional and university work is so expensive and the different schools and colleges are so closely related, that the best opportunities can only be furnished in the various fields in the university. At a university of the first rank the opportunities for instruction in the fields strongly covered are superior to those which can be offered in an institution devoted to a single field. Wisconsin has fortunately escaped the fatal mistake of subdivision of its university effort. With the concentrated support of the state, public and private, there is no reason why the University of Wisconsin should not do in every line work of as high grade as any in the country. My faith is such that I look forward with confidence to the future, with profound conviction that the breadth of vision, which has

enabled this institution to develop from small beginnings to its present magnitude, will continue to guide the state, until a university is built as broad as human endeavor, as high as human aspiration.

JUBILEE CEREMONIES

ADDRESS

PRESIDENT DANIEL COIT GILMAN

The story of the University of Wisconsin, as it has been recorded during this celebration, is an impressive illustration of the progress of American society during half a century. It has brought to mind a long list of presidents, including one now present, from John H. Lathrop and Henry Barnard to Charles Kendall Adams and his successor, men who have had the sagacity to perceive the needs of this nascent state, and the skill to secure for it the intellectual and financial resources requisite for the foundation of a strong university. It has also called to our grateful remembrance other citizens of this state,—legislators, statesmen, speakers, writers, givers,—who have supported the university in its hours of trial and perplexity, and have contributed to its growth and prosperity. The task of the pioneers has not been easy. No doubt each of them could say as Sven Hedin said after a journey of six thousand miles through the dry interior of a continent, "Travel in Asia is not a dance on the dropping petals of the rose." To found and develop a university in a state just emerging from the wilderness

may seem to the young who look back upon the record, a romantic and chivalric enterprise, like the search for the Holy Grail; but to those who took part in the work, there were hours of weariness, discouragement, and peril. The greater the task, the greater the victory; and the heartier the congratulations which this concourse of scholars bestows upon the University of Wisconsin, at the close of its first half century. I bring you officially the cordial greetings of the American Association for the Advancement of Science and of your youngest ally, the Carnegie Institution of Washington.

The brief period allotted me for this discourse is mortgaged to the past. I am expected to "look backward." Doubtless the honor of presenting such a theme is due to the fact that I am a veteran of fifty years' standing, who has taken part in many an academic discussion and witnessed many a contest; who has seen a school of science grafted upon one of the oldest and most conservative of classical colleges; who has helped to rescue a state university from the limitations of a college of agriculture and enlarge it to meet the requirements of a magnificent commonwealth; who has watched over the infancy of an institution planned to provide advanced opportunities for American youth akin to those which are offered in the best of foreign universities; and, finally, who has seen a munificent fund set apart for the encouragement of investigation and the pursuit of knowledge without the restrictions of a school or college. Pardon these personal allusions, which are made to justify the course of these re-

marks. The concrete experiences upon which they are based may be designated, in the parlance of the day, as "original researches" in the field of American education. They involve observation and experiment.

In order that complete justice may be done to the University of Wisconsin, we must look beyond the boundaries of the state and note the progress made elsewhere. As I view the last half century, it is not the introduction of epoch-making inventions which impresses me most deeply; it is not the marvelous products of the earth,—in oil, in metals, and in crops; it is not the rediscovery of dead cities,—Thebes, Babylon, and Troy,—nor the opening of China and Japan; it is not the catalogue of great men, statesmen, soldiers, explorers, poets, musicians, investigators,—the intellectual forces of the nineteenth century; it is not great political changes, like the emancipation of slaves and serfs, the unification of nations, and the extension of imperial sway coincident with the progress of democratic rule; it is not the growth of great cities; it is not even the establishment of the Hague tribunal and the development of the principle of arbitration. All this has occurred since the foundation of this university, and it is wonderful indeed. But there are other changes more impressive than those enumerated; more impressive because more fundamental and consequently less obvious; more pervasive, more suggestive, more enduring.

Few persons will deny the assertion that the most remarkable changes in the last half century are due to

the growth of science and the spread of the scientific spirit.

I make the distinction purposely, because knowledge might be increased in the cave or cloister, by hermit or monk, by the hidden efforts of some genius like Newton or Leibnitz or Darwin or Helmholtz; while in the same period the love of science might be smothered, as it was in the dark ages, by arbitrary restrictions of church or state, or it might be blighted in the bud because of popular ignorance. Science might grow under any circumstances, but the spirit of science will only spread among free and enlightened people. Its advance during recent decades is too familiar a theme for amplification at this time, especially as at the close of the nineteenth century the press teemed with reviews of its progress. Text-books, compendiums, encyclopedias, place the results within the reach of every one. All can learn, if they will, what man has found out.

On the other hand, the scientific spirit cannot thus be measured nor stated in compilations. It is perpetually active. It is the search for truth,—questioning, doubting, verifying, sifting, testing, proving, that which has been handed down; observing, weighing, measuring, comparing the phenomena of nature, open and recondite. In such researches, a degree of accuracy is nowadays reached which was impossible before the lens, the balance, and the meter, those marvellous instruments of precision, had attained their modern perfection.

Wherever we look, we may find indications of the scientific spirit. The search after origins and the grounds of belief, the love of natural history, the establishment of laboratories, the perfection of scientific apparatus, the formation of scientific associations, and the employment of scientific methods in history, politics, economics, philology, psychology, are examples of the trend of intellectual activity. The readiness of the general government and of many state legislatures to encourage surveys and bureaus, the establishment of museums of natural history, and the support of explorations illustrate this tendency. Even theology feels the influence. The ancient and sacred proverb has been rediscovered,—the letter killeth and the spirit maketh alive. I will only go to the edge of this disputed territory and shelter my own opinions behind those of a learned and devout prelate of the English Church (Bishop Westcott), whose words are these: "No one can believe more firmly than I do that we are living in a time of revelation, and that the teachings of physical science are to be for us what Greek literature was in the twelfth century." Contrast this assertion with that of Andover when a famous scholar insisted that the heavens and the earth were made in six days of twenty-four hours; and when the college pulpit in New Haven advocated the same doctrine,—and this within the remembrance of this speaker.

Fifty years ago, the word science in a discourse like this would be restricted to physical and natural science.

Mathematics would perhaps be admitted into the sacred circle. It was not uncommon to hear that "a professor of science" was wanted, by which it was meant that some one was wanted who could teach natural history, chemistry, geology, and physics. Now the word science is properly, I wish we could say generally, used as equivalent to exact knowledge, classified, compared, recorded, and made public. Consequently we hear of the sciences of language, archaeology, history, economics, politics, music, as well as of theology, comparative religion, ethics, diplomacy, administration, and of manifold departments of medicine. Men used to speak of science as if it were caviare, relished only by exceptional tastes. A scientific man was dry as dust. He was laughed at and perhaps despised by the business man who wondered why such devotion was not directed to "something practical," something useful. Members of legislative bodies did not hesitate to say that they favored "practical" appropriations, but that the government could do nothing for science. All this has changed. Great departments in Washington, like those of agriculture, geology, natural history, geodesy, astronomy, ethnology, promote abstract as well as applied science. Not a few of the separate states act in a kindred spirit. The pulpit, no longer speaking of science in derogatory tones, is almost ready to say that science is the handmaid of religion. The most widely circulated newspapers and other periodicals have scientific articles. Nature books are a new branch of bibliography. All this, in the last an-

alysis, indicates a desire on the part of all thoughtful men among the public at large, to ascertain the truth, —to employ such agencies as will eliminate error, get rid of misapprehensions and unfounded traditions, and verify assertions. It means the promotion of accuracy not only in weighing and measuring, but likewise in thinking, in speaking, and in writing. Emancipation from the slavery of superstition and unverified traditions follows as a matter of course. I have held in my hand a coin, supposed to be silver, which was once circulated in China and received innumerable stamps upon its face, as endorsement of its value, when the token passed from hand to hand. At length a harder blow struck through the face and revealed the fact that the coin was not of silver, but of some base metal plated to look like silver. In like manner many a well endorsed tenet has yielded to the hammer of truth.

Fifty years ago, (more in England than in this country), there was an endeavor to provoke a discussion between the lovers of science and the lovers of literature. Technical vocations were spoken of with contempt as "bread and butter studies." Inferior degrees were conferred upon those who pursued a modern curriculum in place of "the regular course." Not only has the spirit of accuracy been developed during the last decades, but the volume of established science has been enormously augmented. Let any one compare the ascertained knowledge accumulated in any field with that which was found in the same field fifty

years ago, by a comparison of text-books, treatises and cyclopedias, and he will see what wealth has been accumulated.

With the growth of the scientific spirit grows the love of truth, and with the love of truth in the abstract comes the love of accuracy in the concrete. If any man of science should change an iota of what he believed to be true, if he should say more or less to serve a purpose, he would deserve a place in the penitentiary of science and he probably would find it. It is even reasonable to expect that truth telling will become as universal as the sway of science,—truth telling even in letters of recommendation for official appointment and in the acknowledgment of books received by favor of the publishers.

Closely connected with the spread of the scientific spirit has been the enunciation and the acceptance of the doctrine of evolution. Its conception was remote. Its birth was timidly announced. Its childhood was almost crushed by unkind treatment. Its adoption was slowly secured. At length, as an interpreter of the order of nature and of the progress of mankind, its authority is acknowledged, its triumph complete, and the prediction is boldly made, by one of the foremost exponents, that evolution will probably take its place, in the opinion of future generations, as the crowning achievement of the nineteenth century. Whether this be so or not, or whether some other principle,—the conservation of force for example, or the relation of electricity to light, or radio-activity,—is destined to

such pre-eminence, the world is not likely to forget how an idea dimly perceived by the earliest Greek philosophers, repeated by the Roman poet, dormant during the long period of the middle ages and renaissance, has been distinctly formulated and carefully elaborated by the generation just passing from the stage. How like the bloom of the century plant, which, long kept back, suddenly bursts forth to the delight of every eye! It is both encouraging and discouraging to consider the slow processes by which truths are clearly formulated and generally accepted. With our human chronology let us contrast the divine, and remember that to the all seeing Eye a thousand years are but as yesterday.

The study of evolution coincides with the introduction of biology, or the study of the origin and morphology of every kind of living organism. Natural history assumed a new form under the name of biology, and biology has been subdivided so that even the word itself is passing into disfavor as the distinctive epithet of a single science. The richest fruits of biological study are to be seen in the science of medicine. Indeed, the growth of medical science, promoted by the discovery of anaesthesia and antisepsis, is perhaps the greatest boon, of a concrete and practical nature, that the world has ever received. The presidential discourse, to which we listened yesterday, dwelt so forcibly on this theme, that I forego the pleasure of rehearsing the victory which science has won over pestilence and disease, within the last two or three de-

cades. One by one, the ravages of cholera, diphtheria, yellow fever, and the plague have been checked. Tuberculosis begins to yield its direful grasp and the spread of malarial fever is controlled. The words of Dr. Osler, a great authority, are these:

"The study of physiology and pathology, within the past half century, have done more to emancipate medicine from routine and the thraldom of authority, than all the work of all the physicians from Hippocrates to Jenner,—and we are yet but on the threshold."

The growth of American universities must arrest the attention of all who look back over the last half century. Throughout the civilized world, the changes have been very great, due especially to the introduction of laboratory methods in chemistry by the great teacher Liebig, and subsequently in physics and biology by other men of genius. The perfection of astronomical instruments and of the microscope has had a similar influence. Exact surveys of the natural resources of civilized countries, and explorations in uncivilized lands, have opened the way to advances in geology and natural history. In the middle of the last century Americans perceived the leadership of Germany in philology and philosophy, and after Everett, Bancroft, Woolsey, and Whitney, sent scores of her brightest minds to Göttingen, Leipsic, Munich, and Berlin. The natural sciences attracted minds of a different order, and Gibbs, Gould, Rood, and many still living found places in the well-equipped and well-manned laboratories of the continent. The followers of

Aesculapius, true to the traditions of Epidaurus and Salerno, worshipped in the shrines of Paris and Vienna. England perceived the necessity of enlarging and supplementing her ancient universities,—sources of our earliest academic traditions,—and the parliamentary commissions on university reorganization and on technical instruction prepared the way for great advances, both in classical studies and in modern science. America felt these influences and profited by them.

Within the period that we are considering, our countrymen have come to recognize the true significance of university work, as distinguished from collegiate discipline, and instruction has been provided in many departments of science and letters, quite apart from the courses of professional schools, and more advanced than those of the college. There are fifteen or twenty places in this country at the present time where ample endowments enable the authorities to develop laboratories and seminaries for the guidance of graduate students. Simultaneously with this development, there has been in many places a complete reorganization of collegiate work. While its disciplinary character is maintained, very many subjects of study are allowed in the college curriculum, and consequently a great deal of freedom of choice is permitted. It does not appear that the undergraduates receive better instruction than they received in the earlier days; it does not appear that the bachelors of to-day are better qualified for life than they were in the early part of the last

century; but it is obvious that the manifold requirements of modern society have been advantageously met by courses of instruction which lead up to the modern pursuits, as the old classical curriculum led naturally to the study of law and theology. Two gains are doubtless permanent; first, elective courses or the choice between "groups" of undergraduate studies; and, second, the rapidly increasing recognition of the value of "liberal education," as antecedent to higher and special studies and as a generous and enviable preparation for the duties of a business life. Closely connected with the growth of universities, libraries and laboratories, well equipped and well manned, have rapidly been developed.

In the college fields, there is still an ample place for the maintenance of religious influence, and for the giving of such religious instruction as accords with the views of those who support the establishments. But the university fields, with one noteworthy exception, are free from ecclesiastical influences, although voluntary attendance upon religious meetings is encouraged, and, through the Christian associations and other agencies, religious life is promoted.

The higher education of any country depends upon the lower. Consequently it is a matter of great satisfaction to observe that during the last half century public schools have been introduced in every state of the Union, and that the education of the people in primary and secondary schools is everywhere provided

for. The great problem what to do for the negro race still exercises the minds of wise and thoughtful people.

Now comes this cry for research. It is not a felicitous term. It has no exact equivalent in other tongues. It would be better if we could employ the more cumbrous phrase, advancement and diffusion of knowledge, as Smithson said; or of learning, as Lord Bacon said. But no serious harm is done so long as it is understood that we are not re-searching,—that is, searching again, like the thrifty housekeeper, for a pearl that has been lost,—but are endeavoring to add new truths to the stores that mankind has accumulated during the slow process of historic development. Many young scholars are misled by the charm of a word,—it is to them like "Mesopotamia,"—and when they say that research is to be their vocation, without having in mind any inquiry that they wish to follow, it is best to advise them to search the Scriptures until they know what fields are well tilled, what harvests already garnered. Nevertheless, with one voice, the intellectual world must joyfully acknowledge that the provision of munificent funds for the assistance of scientific inquiry, by many wise and munificent benefactors, and the willingness of universities to allow large freedom for investigation to those who are qualified, are among the finest shoots of American culture. Investigation is the watchword of the twentieth century, cried upon the towers of every university,—investigation not iconoclastic and destructive, leading to the spread

of agnosticism and intellectual anarchy, but constructive, up-building, invigorating, cherishing all that man has learned from nature and from his own experience, while removing the incrustations imposed by ignorance and bigotry. Back of all that man has learned are the fields which knowledge has not penetrated, and as to which the voice of humanity can only utter *Credo*.

There are still other topics upon which I am prepared to comment, but the time does not permit. I will simply mention them. The provision of higher educational advantages for women is a very great advance in modern civilization. The contributions they are making to historical, philosophical, and biological sciences exhibit a high degree of excellence. The establishment of scientific periodicals, containing the original contributions of American investigators, indicates the inquisitiveness and the fertility of our scholars,—but unfortunately the note of jealousy and rivalry reveals the fact that the most highly educated persons in this country are not exempt from the infirmities of human nature. Increased attention to physical culture and to the laws of hygiene has rescued students, both men and women, from the looks, the habits, and the ailments which were formerly regarded as characteristic of those who cultivated their intellects. Stooping shoulders and sallow faces are no longer in vogue. Some intelligent observers from England have lately expressed the apprehension that we are developing a feminine species of man, as other observers have suggested that a masculine variety of women will be

the fruit of coeducation. The answer to the first of these suggestions is found in the vigor with which all manly sports are carried on, and in the endurance and bravery shown by young Americans when circumstances call them to the front. The answer to the other apprehension is found in the matrimonial statistics which are published from time to time.

Within the period we are considering, many new subjects have been brought into the academic schedules, an important example being the modern languages. A liberal education is not now complete unless it includes a knowledge of French and German. Much attention is given to Anglo-Saxon and early English; but it is not evident that the powers of expression, by pen and voice, are as well developed as they were in the days of "composition" and "declamation," when debating societies like those of Yale College, "Linonia" and the "Brothers in Unity," afforded abundant and attractive opportunities for the presentation of essays and the delivery of speeches. We are in danger of losing the elements of repose, the quiet pursuit of knowledge, the friendship of books, the pleasures of conversation, and the advantages of solitude. It is stimulating to a company of students to have among them Kelvin, Brunetière, Ehrlich, Jebb, and others of the most illustrious scholars of our times; but it is not well to drink too freely of intellectual champagne. The early deaths of Walker, Pepper, Goode, Rowland, and Adams should be a warning that the strenuous life may be very useful, but it may be very short. A few days ago

Mr. Bates reminded his fellow congressmen that the mortality of the 57th Congress was greater in proportion than that of the Spanish war. We seem to have adopted as a national motto, says the speaker, that no country may long endure if the foundations are not laid deep in the material prosperity which comes from thrift, from business energy and enterprise, and unsparing efforts. Let me supplement his warning by a prayer that the universities of our country may be the correctives of this whirl. Within academic walls, may their serene Highnesses, Philosophy, Literature, and Science, reign forever in tranquility, and to their lessons may the weary and busy resort for refreshment and recreation.

Half a century ago, in a ringing discourse, a distinguished orator looking westward raised the cry: "Barbarism the first danger."* The stream of immigration was beginning to bring to the Atlantic shores hosts of immigrants, and in the mind of this acute observer, this involved a tendency to social decline. "Already," in his opinion, "a very large portion of the western community are so far gone in ignorance as to make a pride of it and even to decry education as an over genteel accomplishment. The society transplanted by emigration cannot carry its roots with it. Education must for a long time be imperfect in degree and partial in extent." "There is no literary atmosphere breathing through the forests or across the prairies. The col-

*Rev. Dr. Horace Bushnell before the American Home Missionary Society.

leges, if any they have, are only rudimentary beginnings and the youth a raw company of woodsmen.'' ''These semi-barbarians, the immigrants,'' he says, ''are continually multiplying their numbers. Ere long there is reason to fear they will be scouring, in populous bands, over the vast territories of Oregon and California, to be known as the pasturing tribes, the wild hunters and robber-clans of the western hemisphere, American Moabites, Arabs, and Edomites.''

How strange this sounds! How different would be the note of this orator of 1847 if he were able to speak to us in 1904! Behold this great valley, from the Alleghanies to the Rocky Mountains, filled with prosperous towns, with public schools everywhere established, with colleges and universities taking rank with the best in the country, with churches well maintained in every community, and with civic order, social happiness, mercantile honesty, and general thrift everywhere prevalent. Let this town of Madison, with its capitol, its university, and its historical society, stand out as a conspicuous example of what has been done in many other places for the promotion of education and religion, the bulwarks of society.

My theme was ''looking backward.'' My speech is made. May I have your attention for a moment more, —for looking arcund and looking forward.

I look around and behold a beautiful site which nature has adorned with all the charms of an inland landscape. As we drew near by an evening train, the dome of the capitol on one hill, the dome of the university

on the other, shone with a thousand lights, and made known that law and order on the one eminence, science and religion on the other, were the guardians of the state,—friends, allies, watchmen, heralds. I see these convenient halls, well equipped with the apparatus of instruction and investigation,—chief among them the library. I meet the men who are the interpreters of nature and of history. I know their distinction and their fame. I hear of the alumni excelling in all the walks of life. All this, I remember, is the achievement of fifty years.

I look forward, and my sight grows dim. I dare not prophesy. But as I recall the words of that eloquent inaugural of yesterday, I share the hope, the confidence, and the optimism of your distinguished leader, believing that this, the university of the state,—this, the university of the people,—will be one of the most successful leaders of science and education among the many institutions of our land. Mr. President, I envy you; I echo your words; I endorse every sentence that I recall; I share your aspirations. I believe in your strength and I pray that beneath the guidance of Providence, the state of Wisconsin,—its administrators, its legislators, and its people,—may continue to foster, enlarge, and enrich their great institution, so that its benefits may reach every one of the inhabitants and its fruits be distributed in every portion of our land, for the healing of the nation.

ADDRESS

PRESIDENT RICHARD HENRY JESSE

I bear greetings from the University of Missouri to her sister, the University of Wisconsin. Many ties, Mr. President, bind my University unto yours. Both of them are in the north central region, both of them are state universities, and each contains the college of agriculture and the experiment station. Moreover, the first president of the University of Missouri, John Hiram Lathrop, was also first president here; and afterwards he returned to us to be president a second time. And Daniel Read, for many years professor here, came afterwards to us as president. With gladness of heart, we wish Godspeed to the University of Wisconsin to-day, as with half a century of history behind and not a cloud in the sky ahead it sets out anew under the guidance of that distinguished scholar on whose shoulders has fallen the mantle of the mighty Adams.

Private institutions of learning are prone to point with pride to pious founders, some of whom were really pious, while others were rather nimble in avoiding the grace of God. State universities are sometimes

thought to be like Melchizedek, King of Salem, without father, without mother, without pedigree. But we may lift our heads in just pride, for our lineage also is illustrious. Let me tell you of it briefly.

As territory after territory in the region west of the Alleghany Mountains knocked for admission into the sisterhood of states, Congress imposed certain conditions; if the territory by vote of the people adopted them, it was admitted, but otherwise not. In every instance but two, one of these conditions was that one township of land and in some cases two should be set apart for the endowment of a "seminary of learning," which, in the speech of our forefathers, meant what we should now mean by a seminary of higher learning and which in every instance became a state university. Thus in the vast region from the crest of the Alleghany Mountains to the shores of the Pacific Ocean every state university, except two, has been founded by the general government co-operating with the commonwealth. The federal government has been father to these universities of the west. We may point, not indeed to Harvard or to Yale, nor yet to Johns Hopkins or to John D. Rockefeller, but to the federal government of our common country as to a pious founder. These universities of the west formed the first series of federal foundations in behalf of higher learning.

In 1862, amid the sorrows of civil war, Congress established colleges of agriculture and mechanic arts, one in every state and territory of the Union. Colleges they were intended to be in the broadest and

strictest sense of the term, the only stipulation being that in the curriculum adequate provision should be made for agriculture and the mechanic arts. The act creating them was signed by him whom we may justly call Preserver of the Union and Author of the Second Declaration of American Independence, Abraham Lincoln. Most of the commonwealths established these colleges on separate foundations, but some, and among them Wisconsin, and I am glad to say Missouri also, added this second federal gift to the first, uniting the two into one institution. The colleges of agriculture formed the second division of federal foundations in behalf of higher education.

In 1887, just one hundred years after the passage of the famous ordinance for the government of the Northwest Territory, Congress, during the administration of Grover Cleveland and under the leadership of William H. Hatch of Missouri, established agricultural experiment stations, and endowed each of them in the sum of $15,000 a year of good money from the general treasury. These institutions were consecrated to original investigation and to extension work among the masses of the people. If there be any man here who calls into question the right of government to use public money for research, let me remind him that Congress settled this question seventeen years ago and ever since has persistently held to that settlement. Some commonwealths were unwise enough to establish these institutions independently, but others, and among them Wisconsin, added this third national gift

to the other two, combining the three into one. This triple union, wherever it has been formed, has proved productive of fine results. If demonstration be demanded, it is close at hand. For where in all this country will you find a state university that in excellence surpasses that of Wisconsin; or where a better college of agriculture; or where a station that has done more to enrich the sciences to which stations are dedicated? The experiment stations formed the third series of federal gifts to higher education.

In 1890, during the administration of Benjamin Harrison and under the guidance of Justin S. Morrill of Vermont, Congress endowed the colleges of agriculture a second time in the sum of $25,000 a year of good money from the general treasury. This endowment forms the fourth series of gifts of the national government to higher education.

The University of Wisconsin, therefore, rests upon four corner stones, each laid by the general government. Upon this basis the commonwealth has built magnificently with a generosity without parallel.

Does it seem to you to be an accident, or more, that all the steps of the general government in behalf of higher education were taken during the administrations of able presidents? It was Washington who, on a certain day in August, signed in the slightly amended form of 1789 the immortal Ordinance of 1787, which in article III. contains the magna charta of the public school system and of the state universities as well. It was Jefferson who, consumed by zeal for public educa-

tion at public expense, labored with tongue and pen for half a century to mould a nation to his opinion. It was Abraham Lincoln who signed the act creating colleges of agriculture, Benjamin Harrison under whom they were endowed a second time, and Grover Cleveland who helped to establish the experiment stations. Great presidents guided the nation in all the acts that have made it a pious founder to institutions like this.

All state universities represent the federal state system of higher education, but pre-eminently true is this of those that, like the University of Wisconsin, have been four times founded by the national government and greatly enlarged by the generosity of the state. Of such universities it may truly be said that they are adopted afresh by the nation, through appropriations at each session of Congress, and adopted afresh by the state, through appropriations at each session of the legislature.

May the University of Wisconsin, founded four times by the nation and acknowledged by it through appropriations as often as Congress meets, enlarged also by the commonwealth greatly and adopted by it anew as often as the legislature meets, thrive hereafter as it never has thriven before. May it grow from much and more unto most, from good and better unto best. May it shine with increasing brilliancy as the great northern star among those starlike universities, fixed in the firmament of our country by the national government, guided by the providence of God.

ADDRESS

PRESIDENT BENJAMIN IDE WHEELER

California sends greeting to Wisconsin. The western ocean makes obeisance to the inland seas of the north. The institution which represents the richest contribution of the Golden State to the civilization of the world brings congratulations to the university that made Madison famous. California has reason to know that it is men and not things that make a state. For ages treasures of gold lay hidden in its hills, untold fertility slumbered unvexed by plows in its valleys, its highways to the commerce of the Orient lay untracked by ships, until there came men with daring and wit to find and create and use. It was as if wealth of mountain, of valley, and of sea had never been, until the will of man arose to re-create it, and it were worse than never been, but for men with self-control and wisdom to use it and not be used.

Without men, and men strong to aggress and to resist, there is no state. And to this end states have founded universities, that there may be men,—and abundantly and ever more abundantly the manliness

of men,—wherein is contained inseparably and unsegregated the womanliness of women.

The greetings which the University of California, out of the sober discretion of its five and fortieth year, brings to your fiftieth commencement, are still greetings of the heart. You are, indeed, a university after our own heart. We love you for the comeliness of your outward visage. Our Berkeley slopes with the seaward view embolden us with a sense of worthiness to pay our address unto the lady who sits exceeding fair upon her throne by the lakes. We love you for the steadfastness and truth that is in you; your ideals are our ideals. We love you for the struggles you have endured; through the same waters have we passed. We love you for the enemies you have made; they are our enemies,—ignorance and the sordid look, narrowness of vision and slavery of the mind.

One item of our common fate which in no slight measure determines our affinity inheres in the fortunate decision of our respective states to concentrate their schools of engineering and agriculture at their universities. The university needs the schools and they need the university. Twenty years ago it was an open question whether the union was fortunate; today there can be no reasonable doubt. More and more with the years, American higher education in all its branches has been quickening its touch with life, has been becoming life itself, intensified and clarified. Steadily and surely the barrier of method and purpose between technical and cultural education has been

melting away. We are coming to see that technical training to yield the best results must be based on that liberation from slavery to the rule of thumb which constitutes the real culture, and that cultural training to mean anything for society must be lodged in effective personality, in lives that can do.

Twenty years ago there were many who thought an agricultural department unworthy of a university. To-day I venture to believe that such departments, through their frank acceptance of free investigation as their foremost task, are pointing out to the state universities the inevitable line of their future development. No one who has been in these recent years connected with the administration of these universities can have failed to notice the rapidly increasing demand from multifold activities of the state for counsel, help, and leadership,—from railroads, electricians, irrigators, fruit-growers, dairymen, manufacturers, exporters, miners,—demand from employers of labor for statistics regarding wages and cost of living, from school authorities for advice regarding methods and management and choice of teachers, and, so on, in a long and fast growing list of needs that call for the highest expert service, a service that can be rendered only by men who have gained control of their subjects by independent, first-hand work at the boundaries of the known.

The state university is inevitably appointed to serve the highest needs of the highest life of the state, to determine its standards, to provide its experts, to solve

its problems, to lead it toward the things that are highest and freest and best. In realization of its appointed task the state university will tend to give over the cramming shop and the recitation mill and the coddling house. The best teaching has always been, is now, and will ever be the inspired and trusted leader bringing his chosen band to the outer hilltops and showing them the valley-land beyond, which may be theirs if they will,—but only if they will. It is because we know that your face is set toward the highest conception of your mission; it is because we have seen it in your works, have discerned it in the dying gift of your former president, and have heard it in the magnificent words spoken yesterday by him who is now your leader, that we claim our affinity, and reach out to you to-day our hand and offer you with it our heart.

ADDRESS

PRESIDENT CYRUS NORTHROP

Mr. President, Ladies and Gentlemen:

I take great pleasure in presenting to the University of Wisconsin the greetings of a younger sister, the University of Minnesota. We offer you our most hearty congratulations on the success which has attended your work during the half century just now closed, and our best wishes for your continued prosperity in the years to come. Minnesota has reaped in no small degree the benefits of your labors. Many of our most distinguished and useful citizens are graduates of the University of Wisconsin, and while they are in no degree lacking in loyalty to Minnesota, I believe that at the annual football game between Wisconsin and Minnesota their sympathies are with the Wisconsin team and their cheers are loudest for its success, as I think it is perfectly proper that they should be.

The University of Wisconsin has always impressed me as being characterized by an eminent degree of virility. With a distinguished faculty, not only teaching with success but making notable contributions to knowledge, and with a most generous equipment for

research in some lines of study, its students are trained in an atmosphere of liberality and freedom, and they become in the process independent and self-reliant. If they are not in all cases what the university would choose to make them they are at least what they themselves have chosen to be.

Wisconsin undergraduates are always plucky in athletics—taking defeat with noble fortitude, all the more praiseworthy because they are not used to it—and when victorious, somewhat considerate of the feelings of the less fortunate.

The University of Wisconsin is notable for the number of its distinguished alumni. I cannot but think as I recall the names of some of her eminent sons—among them Vilas, Spooner, La Follette, and Van Hise—that the university has been peculiarly fortunate in the student raw material it has had to deal with, if indeed these men ever were raw material.

A most delightful feature of the present age is the good feeling existing between colleges generally and between state universities in particular. There are some special reasons why state universities should feel kindly to one another. No two of us are asking appropriations from the same legislature. Not many of us expect large donations from private individuals and we are therefore not competitors in the field of private benevolence. Our students too come largely from our own state and we are hardly more rivals in seeking the patronage of students than of legislatures. We are all committed to coeducation and in the na-

ture of things as the state must be as just and generous to its daughters as to its sons, we are not likely to be divided by differences of opinion as to the proper education of women. We have grown large-minded and large-hearted enough to rejoice in one another's prosperity, and we welcome success anywhere and for any one, if only it means progress in education and knowledge and character for the country.

While the work of education carried on by the state university is not confined to the training of the children of the state in which the university is situated, it is nevertheless true that the state university exists specially for the education of the people of the particular state to which it belongs. There is in consequence something specially delightful in the relations of the university to the state when the university is recognized by the people as doing a noble work and as being an honor to the state itself. The time comes at last when the leaders in the state are the sons both of the state and the university of whom both are proud. And these sons, being loyal to both of these cherishing mothers, are able to devise wise and liberal things for both, knowing well that whatever benefits one will in no less degree benefit the other.

I think that the most recent movement in educational circles has been in the direction of the ideals of the state universities rather than of the older universities. The oldest and largest universities of New England have in the last twenty years become in some respects more like the state universities than they were

before; while in the same period the state universities have not in any marked degree adopted the special policy or characteristics of the older universities as they were before state universities came into being. In a word, if I am not mistaken, Harvard in the last twenty years has moved much farther towards Michigan than Michigan has towards Harvard. This is not at all discreditable to either. A great change in American life has come, a change too great to be analyzed in an address of a few minutes, but one almost revolutionary in its effect upon the breadth of educational work required. I say breadth advisedly. I am not quite certain as to the other dimensions. But this at least I do know that the state universities are faithfully doing their best to fit men and women for useful lives and to train the rising generation to be patriotic sons and daughters of the republic. If in this work we have in some measure lost sight of the more etherial ideals which were once the scholar's inspiration, I am sure that we have fully compensated therefor by keeping constantly in view ideals that are eminently practical and useful; and if we have ceased to speculate so largely on the unknowable, we have compensated for that by the mastery of the laws, the resources, and the possibilities of nature herself, through which it seems possible that human happiness in this world will be largely increased while the possible happiness in the great hereafter can not thereby be diminished. We are training for life—for life earnest, real, strenuous, and happy—the kind of life that carries with it the

greatest blessing here, and has in itself far more than poetic dreamings ever had, the promise of happy immortality.

No characteristic of the American people is nobler than their devotion to universal education. It is, however, a fair question how far public education should be carried. In the early days of the country only a common school education—very common indeed—was furnished by the state, and even that was paid for by all who were able to pay. As emigration has moved westward and states of imperial dimensions have been organized hundreds and thousands of miles away from the traditional seats of higher learning in the east, these new states have felt that institutions for the higher education were absolutely necessary and that without these in the new states it would be possible for but few of the rising generation to secure such education. As a consequence state universities have been established in nearly all of the states not embraced in the original thirteen colonies; and though the expense has been large and the annual outlay for the support and extension of the work is not inconsiderable, it is yet true that the additional burden imposed on the tax payer by the state's support of the university is so small as in reality not to be felt at all by most, and not to be a hardship to any; while the benefits to the state in elevating the thought, knowledge, and purpose of its citizens, and in securing as the products of intelligence and scientific knowledge, larger returns from labor expended on the soil or on the materials fur-

nished by nature, surpass the cost fifty fold. Wisconsin certainly needs no special argument to justify her liberal support of the state university. She has only to look at the results that have been secured by original research here which have made her a leader in the onward march of progress in agriculture and in scientific production in many other departments of labor. The education which might have been regarded as a luxury thirty years ago, has become a necessity now—a necessity alike to the individual and to the state.

I am sure there will be no steps backward. On the contrary I sincerely hope that progress will continue to be our watchword, a progress possible only through careful experiment and systematic original research; and that in some degree what Macaulay said of the Baconian Philosophy may be truthfully said of the state university, "A point which yesterday was invisible is its goal to-day and will be its starting post to-morrow."

ADDRESS

PRESIDENT JAMES BURRILL ANGELL

Since the domain of Wisconsin was formerly a part of the Territory of Michigan, you must permit us dwellers beyond the lake to have a deep interest,—if it is presumptuous in us to call it a paternal or a proprietary interest, certainly it is a genuinely fraternal interest,—in whatever concerns the welfare of this state. The university which I have the honor to represent shares in the fullest degree the high joys which this festal day brings to this university over which one of Michigan's most distinguished sons has recently presided with so great success and in whose faculties so many others of her sons have had the honor to serve. No salutations, no greetings to this university and to her new president, can be more cordial and hearty than those which I have the pleasure to bring from the sister university at Ann Arbor.

The two institutions have had a similar origin and similar history. In these respects all the older state universities in the west are alike. They all find the germ of their life in the great Ordinance of 1787, that charter of human freedom and of education for the

northwest. Every state university may well blazon over its portals that declaration of the ordinance which Michigan has inscribed on the walls of its auditorium: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." Congress acting in the spirit of these words early set apart two townships of land in Ohio for the support of a university and has since followed the precedent then established by making a gift of land for the same purpose to every state since admitted to the Union.

It may be true that our fathers in making this splendid provision for future states did not fully realize what was to be the magnificent harvest of their sowing. For the west was in large part an untrodden wilderness. The trans-Mississippi region was not in our possession. They could not have dreamed that in a little more than a century thirty-two new states would have been added to the old thirteen, occupying continuous territory from the Alleghanies to the Pacific Ocean, and that over this whole vast region schools and colleges and universities would be training millions of children and youths for all high and noble service in church and state. If they builded better than they knew, still we must gratefully recognize the large vision and the lofty ideal of which they were conscious. God always delights to take up the work of his seers and carry it far beyond all they can behold from the

Nebo, the mount of observation, beyond which the span of a human life does not carry them.

If the framers of the Ordinance of 1787 deserve our praise and our gratitude, equally deserving are the wise and far-sighted men who availed themselves of the opportunities which it opened for securing the higher education of the children in the newer states. The congressmen who set the example in 1804 of appropriating lands for a university in Ohio and those who have ever since imitated their example by making a similar appropriation to each state on its admission to the Union, are entitled to our grateful appreciation. But even their action whould have been fruitless but for the sagacity and activity of enterprising citizens of the various states to which grants of land for the endowment of universities were made.

The western states were mainly settled by intelligent emigrants from the middle and the New England states. Not a few of them were college bred. The cheap rate of government lands made it possible for them with small means to establish comfortable homes. But they could not afford to send their children to the east for collegiate education. They could not be reconciled to the prospect of seeing these children deprived of the advantages of higher education. They had not the means of endowing colleges in the west. What could be done? Clearly the wise thing was to avail themselves of the help the general government had offered the states, and to found universities with the proceeds of the sale of the townships of land set

apart for that purpose. And so the work was undertaken in several states. Unhappily in some states the sale of the lands was not skillfully managed and their universities were obliged to go on in weakness for years. But in due time the legislatures of the several states attained to some appreciation of the rising institutions and began to aid them by appropriations. Slowly but steadily those appropriations increased so that by the eighth decade of the last century several of the state universities had reached a development which, whether we consider the number of students, the eminence of the faculties, the completeness of the outfit, or the resources and expenditures, justified them in challenging comparison with most of the older and stronger colleges and universities of the east. Their rapid growth is perhaps the most striking fact in the educational history of the country.

They saved two generations of educated men to the west at the very time when the new states of this section most needed them in shaping their traditions and usages. But for their healthful and elevating influence who can say how different would have been the history and the prospects of these great states which form the north central portion of the Union and which by their growth, resources, and virility bid fair to be the chief determining factor in the life of the nation.

Fortunately, as I think, from causes which we need not now pause to consider, these state universities early departed somewhat from the model of the English college which had been followed in the older col-

leges of the eastern states, and took on something of the free and large spirit of the German universities. They were hampered less than the eastern institutions by petty and artificial rules. They opened to their students a wider range and larger liberty of studies. They built up vigorous professional and technical schools. At a comparatively early day they opened their doors to women. They made special efforts to come into close relations with the public schools, so that even when there was no organic unity with those schools, there might be a practical unity in the edutional system of each state. The results have been of the highest value both to the universities and to the schools of lower grade. This recognition of their duty to the public school system of the state has been a marked and most creditable feature of their life.

Being supported by the state, the university has regarded it as a duty and has generally been required by the legislature to furnish its training at small cost or in some states gratuitously to the student. The governing idea has been to offer its privileges on such terms that almost any young person with energy and fair talent could avail himself of them. Almost any boy reared in the most secluded district can see his way from his rural school open to and through the university. What an impulse this has given to tens of thousands of poor but gifted youths, who are now filling places of influence and honor in all worthy callings. What a social blessing this has been to the new communities of the west! If our educational institu-

tions had been so organized that practically the higher education had been as a rule accessible only to the rich, what a dreadful and menacing calamity to the social order this would have been! Fearful enough is the chasm now open between the poor and the rich. But how much more frightful would it be if the poor were practically shut out from the higher education while the rich were permitted to enjoy it. But thanks to the fathers, they founded the state universities on truly democratic principles. So now we may see the son of the ignorant freedman, with scarcely rags enough to cover his nakedness, sitting on the bench by the side of the young millionaire, and winning, if he deserves them, his fair share of academic honors. And thank God, the democratic spirit which is incorporated into the life of the state university is such that the son of the hod carrier and the son of the richest capitalist are judged by their fellow students according to their talent and character alone more impartially and justly than they are in any other community on earth. May the day never come when the spirit of snobbery shall supplant this democratic spirit among the students of the state university. I believe that it never will.

Herein is to my mind one of the great charms and the chief source of strength of the state university that it belongs to the people, to the whole people of the state, that every citizen is a proprietor and stockholder in it. If some billionaire should propose to this state to reimburse the state for what the university has cost and to endow it even more liberally on the condi-

tion that the citizens should lose this sense of proprietorship, I should hope, I should expect, that this state would spurn the offer. There can be no so precious endowment for this university as the love, the pride, the devotion, of the citizens of Wisconsin. Riches may take to themselves wings and flee away. But the affection of this people for the dearest possession they have after their freedom can never die. The solid rock beneath your city is not a surer foundation for it than this university now has in the interest of this people in its welfare and its perpetuity. As their hearts burn with desire for the future success of their boys and girls, so they will ever be eager for the prosperity of this university in which their boys and girls are to be set on the high road to success in life.

May I seize this occasion to remind the graduates of state universities that in a peculiar and emphatic sense the duty rests on them to serve the state which supports their university? Formerly college students were exhorted to diligence in study and in life to assure their own professional success. It is a cheering sign that in every college and university students are exhorted far more than formerly to go into life with the resolve to discharge the high duties of citizenship. But this appeal can be made with special earnestness to the graduates who have owed their education to the generosity of their state. For they owe a debt to their benefactor. They should aim to discharge it not alone by achieving a personal or professional success which will bring honor alike to them

and their Alma Mater, but also by seeking constantly and earnestly to share the blessings of their education with those who have not been able to secure such a liberal training as theirs. They should interest themselves in securing the highest efficiency of the common schools in their towns, in the founding and wise administration of libraries, in public sanitation, in the strengthening of a sound moral and religious sentiment in their community, in the impartation on befitting occasions of some of their learning, which may be edifying to their neighbors, and in the great battle which is upon us for securing purity in politics. In fact if an educated man has a soul which is in any degree outgoing and sympathetic and communicative, he can hardly help serving his neighbors. For learning is like the sun, luminous and diffusive. One can hardly enjoy it who tries with a miserly spirit to appropriate it wholly to himself. Giving it does not impoverish, withholding it does not enrich. The justification for the support of the university by the public funds is that through the lives of those who are trained in it the whole public is enriched. The teacher who goes from the halls of the university thoroughly equipped to make his school the center of light for the village, the physician who with untiring watchfulness battles with the disease that threatens the life of his patient or by his preventive measures saves a community from pestilence, the citizen who marshals all his learning in the maintenance of purity in politics,—do these graduates chiefly appropriate to themselves

the blessings of their education, or does the state profit by it even more than they? Wherever these young men and young women, nurtured in the university, plant themselves, in all the various vocations of American life, there they distribute among the many, to whom the privileges of university life never came, a large share of the blessings they have themselves received at the hands of the university.

But we have a right in the name of the state to appeal to them to regard this distribution of blessings among their fellow citizens as a specific duty never to be lost sight of. By accepting the aid of the state in securing their culture and power, they have placed themselves under the obligation to discharge this duty at all opportunities. Freely they have received, freely they should give. If with this lofty and unselfish view of their duty to the state they throw themselves into their work, there is no danger that the state will ever be wanting in appreciation of the university. It it they who by their lives shall ever keep the state and the university bound together by the tenderest and strongest ties.

How full of hope is this hour for this university whose day of jubilee we have met to celebrate. Here she sits like a queen in the heart of this proud commonwealth. And what a commonwealth! With an area greater than that of some European kingdoms, with boundless wealth of soil and mine and forest, with a population drawn from the most virile states

of the old world and of the new, with two great lakes and the majestic current of the Mississippi washing her shores and waiting to carry her teeming products to the markets of the world, with a history full of romance and heroism, it needs no seer to predict her future greatness. And worthy of this proud and intelligent state, the centre of her intellectual force, the object of her generous care, this university is developing its strength with a speed which is even outstripping that of the material growth of the commonwealth. With the rapidly increasing number of earnest students taxing her resources to the utmost, with faculties whose merits are heartily acknowledged by all scholars, with a new president whose scientific work is honored on both sides of the sea, and whose decisive mind and administrative ability are fitly recognized by his call to the executive office, with the hearty and effervescent enthusiasm of these sound-lunged and clear-voiced undergraduates, with a great body of zealous and devoted alumni so numerously represented here to-day, with every manifestation of a most ardent public interest in the institution, and with the sincerest good wishes of colleges and universities from all parts of the land, what single thing is wanting to make this a jubilee to be remembered and talked about until the centennial celebration. We rejoice together, therefore, not only over what has been achieved, but still more over the brilliant future which we are sure is in store for the university. For though we who cele-

brate to-day must grow old and pass away, thank God the university does not bend under the weight of years, but grows ever more vigorous with the lapse of years, and shall greet her coming centennial fresh in eternal youth.

COMMENCEMENT EXERCISES

THE STATE UNIVERSITY AND RESEARCH

EX-PRESIDENT THOMAS CHROWDER CHAMBERLIN

It is the privilege of the private school, the denominational institution, and the independent university to select the phases of education to which they shall devote themselves; but the appropriate sphere of a state system of education is predetermined by the inherent relations which the state sustains. The function of all state institutions is the welfare of the commonwealth. By first intention, the state is not concerned with the individual, but with the aggregate body of its citizens. The state must necessarily deal with individuals, but rather as integers of the aggregate body than as individuals. State education, therefore, in the strictest construction, and in the highest ideal, is the education of the aggregate body that forms the commonwealth. Education from the viewpoint of other institutions may deal primarily with the individual, and only secondarily with the aggregate. State education deals primarily with the aggregate, and only incidentally with the individual as a constituent of the aggregate. Obviously I am defining

the ideal rather than the actual fact of practice, rather the goal to be at length attained than any present achievement.

In the earliest stages, formal education seems to have been altogether individual. Gradually it grew to be the privilege of select classes, and at length, but only at a late day and among the foremost peoples, it has come to be a possibility for all.

Parallel with this extension of personal privilege, there has been a growth in the breadth of the educational conception. The elevation of the aggregate intellectuality of the people has begun to succeed the narrower idea of the education of the individual simply. To paraphrase the immortal apothegm of Lincoln, primitive education was of the individual, by the individual, and for the individual. The state's ideal effort is the education of the commonwealth, by the commonwealth, and for the commonwealth.

Lest this shall seem mere borrowed rhetoric, let us examine the fundamental source of education in the ulterior sense, as distinguished from the technical and narrow sense. It need not be affirmed that education is broader than "schooling." The development of mind and character begins before the school is entered, and continues long after the halls of learning are abandoned. Education is begun when thought, feeling, and activity begin, and ceases only when thought, feeling, and activity cease to be susceptible of modification. At all times, a large part of the educational influences lie outside the schools. Education is derived

from every mental contact; it is absorbed from the whole intellectual environment; it is inspired by infinite sources of stimulus. The courses in the schools are merely a limited selection from possible means, chosen for supposed effectiveness during the receptive and formative stages.

The fundamental and ulterior sources of education do not lie in the conventional schools, but back of them. These sources cannot here be defined at length, but, in a simple phrase, they may be said to lie in the great stock of ideas possessed by mankind. This phrase inadequately embraces the whole, but let us agree that it may stand for the whole. In so far as the stock of ideas of a people is narrow, defective, and erroneous, on the one hand, or broad, demonstrative, and exact, on the other, in so far the fundamental subject-material of education partakes of these qualities. In so far as the sentiments, beliefs, attitudes, and activities of a people are narrow, loose, and perverted, on the one hand, or free, generous, and ethical, on the other, in so far education inevitably shares in these qualities. For these are the fundamental sources of education. The basal problem of education is therefore concerned with the entire compass of the intellectual possessions of a people, and, in a measure, of all mankind. The special selections propagated in the schools are but a miniature reflection of the total possession, and this selection is usually noble or mean, as the whole is noble or mean.

If these considerations are true, the fundamental

promotion of education lies in an increase of the intellectual possessions of a people, and in the mental activities and attitudes that grow out of the getting, the testing, and the using of these possessions.

In the education of the individual, the personality of the instructor counts for much. In the education of a people, the personality of a teacher is fused with the multitude of other, and often conflicting, personal influences, and, unless it be phenomenal, it is submerged. But determinate truths work together for permanent results. These results often lie athwart the trend of personal inculcations. True ideas work incessantly and unswervingly toward a destined end, while the thousand little waves of merely personal influence cross one another's paths and work one another's destruction. Determinate truth is radio-active, and sends forth a constant stream of penetrating, illuminating emanations, to which only the most leaden intellect is opaque. The discoverers of great truths and the authors of great ideas are the great educators.

The education of the individual does not necessarily lift the education of the aggregate, for if we convey to the rising generation only such ideas as we have inherited, the summit-level of education is not raised. There may be diffusion, there may be an evening up, but no lifting of the upper levels. If the intellectuality of the new generation does not rise above that of the old, there is only a Chinese dead level of ancestral propagation.

If we are agreed upon this, let us turn to the ques-

tion: How is real educational advancement to be secured?

Some progress may be made in a live people by voluntary research and by the incidental accretions of common experience, but if our intellectual estate be left to such sporadic and unsystematic agencies, growth is a creature of uncertainty. If perchance there be laudable growth, it is scant credit to the state. If the enrichment of our intellectual world be left to spontaneous individual action, it cannot be hoped that it will be continuous or systematically directed. It will follow the diverse lines that chance to be inviting to individuals. Inquiries will be taken up and dropped at pleasure, and will be limited by scant resources. There is as good chance of finding a rich man in heaven as in a laboratory.

To secure laudable progress in the fundamental conditions of education, systematic provision for scientific research is requisite. By scientific research I do not, of course, mean physical research alone, but rigorous investigation in any field. To give this research its best adaptation to the needs of a people, it should be systematically controlled in the lines most tributary to these needs. To make the results available to all who will use them, suitable means for dissemination are requisite. Inevitably the highest intellectual training will grow out of this, for such training is both the prerequisite and the outcome of the struggle to find truth and to test it. Out of this training will come the best possible development of intellectual

capacity, of right attitudes toward truth, and of considerate action controlled by the scientific spirit.

With the majority of Wisconsin people, I hold that it is a legitimate function of the state to train boys to be farmers, yet I believe it to be a much higher and truer function to develop the science of agriculture, to increase the intellectual activity of every farmer, to improve the agricultural art on every farm, and by such improved art, to furnish better and safer food to every citizen. That such a result is not an idle dream need not be affirmed in Wisconsin. Gigantic steps towards its realization have already been taken. The material results you know, for they are tangible. The intellectual and moral results more easily elude recognition. I venture to cite a personal observation. It was my privilege to compare the agricultural conventions of this state at two periods separated by a decade, within which the experiment station became a potent influence. The dominant intellectual and moral attitude of the earlier period was distinctly disputatious and dogmatic. Opinions and floating notions played the part that should have been reserved for demonstrations. Interpretations were loose, and close analyses rare. In the second period, the dominant attitude was that of a scientific conference. Opinions were replaced by demonstrations, or by tentative hypotheses. Conviction was sought by the presentation of determinate facts, gathered by experiment and laborious observation, carefully analyzed and cautiously interpreted. The whole was characterized by a nota-

ble approach to the methods of approved scientific procedure. The intellectual and moral contrast of the two periods was one of the most pronounced expressions of advance in the higher education in a great mass of people in the midst of practical life which it has ever been my privilege to witness.

If the state educates an engineer, it promotes the common safety, which is threatened by an ever-increasing multitude of new contingencies springing from new devices in construction, transportation, sanitation, electric lighting, et cetera. But if the state creates and spreads broadcast engineering science, it makes protective intelligence more nearly a common possession, and lays the groundwork for universal caution and for intelligent watch over every one who holds the power of life and death in his hands. The supreme function of the state's college of engineering is rather the creation and dissemination of engineering science than the personal training of a technologist.

If the state educates a physician, it confers a benefit on the commonwealth by so much as he contributes locally to the public health. But if the state investigates the cause of disease and the mode of prevention and cure, and propagates the results, every citizen, directly or indirectly, becomes a beneficiary, and the interests of the whole people are conserved.

Doubtless it is a proper function of the state university to train lawyers, for their public service is indispensable, but it is a higher function to develop the science of law-making. The subject-matter now taught

relates chiefly to the application and consequences of laws already enacted, and especially to the litigation that springs from their obscurities or defects. Should not the chief effort lie back of this, in investigation precedent to law-making? With suitable provisions, the history of every law passed by the legislature may be traced by the methods of historical science, its workings measured with approximate accuracy, and its adaptation to its purpose scientifically determined. Similar determinations in other commonwealths are equally possible. Comparison between these, when sufficiently multiplied and critically discussed, should give a basis for determining the best mode of legislative treatment with something of the confidence that clinical records give to surgical or medical treatment. The important function of law-making may be subjected to the same antecedent processes of scientific inquiry, of judicial induction, and of intellectual caution and equipoise that obtain in medicine, mechanics, or agriculture. This may at present seem Utopian because of regnant practice and prepossession to the contrary, but, given the same patience and ingenuity, why may we not treat the history of laws in the same critical, deliberate way that the scientific pathologist treats the history of disease, or the scientific surgeon the history of an operation? It will not be denied that if the modes of scientific research controlled this field, so especially the function of the state, it would be as beneficent in its sphere as scientific pathology is in its realm, or the high art of surgery in its field. Beyond

this historical treatment, there is the great untouched field of systematic experimentation in legislation under scientific control—but the next speaker would have good cause for action at court if I entered on this untrodden field.

These citations are merely illustrative selections. Research in every realm of a people's legitimate interests is an appropriate function of the people's organized self, the state, and of the people's organized instrument of research, the state university.

The people of Wisconsin are to be congratulated on the important initial steps already taken by their university towards the fulfillment of its higher sphere. They are to be warmly felicitated on the larger effort upon which the new administration of the university has already entered with so much of vigor and enthusiasm. They are to be congratulated on the acknowledged ability of their new leader to direct the development of investigation in fruitful lines, an ability already eminently demonstrated by personal researches. It is a further ground of high hope that he adds to commanding ability and fruitful experience, so large and so true appreciation of the higher function of a state university.

Conscious of my personal partiality, I yet believe that in truth the University of Wisconsin is a leader among its class in this higher field of research. But no institution has yet fully entered upon it. Which shall be the first to become predominantly an institution of research? Which shall be the first to fulfill

the high destiny of an ideal state university? Citizens of Wisconsin, given the means and the moral support, your new educational chief will lead forward with gigantic strides your beloved institution into this upper and broader field of usefulness. Will the means and the moral support be forthcoming?

THE UNITY OF LEARNING

PRINCIPAL WILLIAM PETERSON

The Canadian university which accredited me as a delegate to this jubilee and inauguration is twenty-five years older than the University of Wisconsin; as for Oxford, which I have the honor also to represent,—Oxford does not really know her age. She is past the time of life when it is easy or convenient to recall the date of one's birth. Unlike your university, McGill in Montreal is a private foundation, owing little, if anything, to the state. Such institutions exist for the purpose, speaking for the moment only of finance, of enabling wealthy givers to escape the epitaph which might otherwise record the bare, naked fact that "the rich man died also and was buried." How different is your case! I have never heard the points of contrast between the two types—the state university and the private foundation—put so cogently as by those who have already addressed you. We may well envy you that wealth of public appreciation which takes the form of a large annual subsidy,—paid, I have no doubt, with the regularity of clockwork,—and which

operates at the same time as a guarantee that your work shall always keep in touch with practical and public aims. The beautiful drives which your visitors have been privileged to take in the neighborhood have impressed on them the fact that the state has encouraged you to annex a public park and call it a campus. You do not permit any other university institution in this state to approach the legislature—you have it all to yourself. No two state universities, as was said yesterday, are supposed to ask for appropriations from the same commonwealth. How different are our relations with the private donor! He is distracted by rival claims and conflicting interests, and cannot lavish all his affections on the college of his choice. There are the churches for instance!

Of Oxford it might be difficult to say whether it is on the whole a public or a private foundation. Such state recognition as it enjoys does not carry with it any great increase of the material resources of the university, and as to private donations it seems a long time since the pious founders went to their rest. There is generally, in all private foundations, a long wait between the gifts. The reason why Oxford receives no endowments now from private sources is possibly the mistaken idea that a university which has been growing for so many centuries must surely be complete.

Neither McGill nor Oxford definitely authorized me to inflict in its name on this large and representative audience any expression of academic views. But I am quite at home in such celebrations, both in this

world and in that which some of us call the old country; and it is therefore a pleasure to respond to your new president's invitation that I should say something on the subject of our mutual interests. A great part of the activity of a modern college head is in fact taken up with attending such celebrations as this. My apprenticeship began twenty years ago—as far back as the great Edinburgh tercentenary in 1884. Though it has fallen to my lot to attend similar festivals at various points on this continent, I have never yet been quite so far west—or rather let me say, quite so near what I am told is to be considered the center of American gravity. I think it was that spirited writer, Dr. Conan Doyle, who spoke feelingly of finding all the comforts of civilization in the course of a lecturing tour which he made through the United States,—in the hotel, for example, where the barber shop provided him with attendance from a hairdresser on the very spot where in recent memory the original inhabitants of the continent might have left no hair on his head at all. But, however appreciative such a strolling lecturer may show himself, he cannot experience those feelings of gratitude and satisfaction which fill our hearts to-day, when, as the invited guests of a great American university, we receive such overwhelming proof of American friendliness and American hospitality.

After all the wealth of oratory to which we have listened, it may not be out of place for me to call your attention to the fact that this is the first opportunity

you have had of hearing from the outside world. Previous speakers have spoken as fellow citizens; I am called upon to represent the foreigner! It is a comfort to think that what I shall endeavor to submit to you ought not, at least, to sound very foreign in your ears. I should like to tell you, to begin with, that the duty of addressing you could not have fallen to the lot of any who has a greater respect for, or a higher appreciation of, the people of these United States. I am a great admirer of your nation. On more than one occasion in the course of my residence on this continent, I have had valued opportunities of speaking on the subject of Anglo-American interests, showing to the best of my poor ability how Britain and the United States are bound together by ties stronger than laws and constitutions can create,—by community of race, language, literature, religion, institutions, commercial and social intercourse, and the glorious traditions of a common history. No one can be much in touch with your people without being constantly struck by its energy and enterprise; its almost unbounded confidence and consciousness of power; its resourcefulness, ingenuity, and above all the rapidity with which it can adapt itself to meet the calls of new conditions and ever-changing circumstances. As one of my Canadian colleagues* lately expressed it, "the bold spirit of enterprise which you have shown and your capacity for organization, encouraged from the beginning by the requirements of a vast new territory,

*Professor Cappon of Queen's University.

now amount to something which is as clearly national genius as the Roman's capacity for organizing conquest in the ancient world and the Englishman's for organizing empire in the modern." As for education, that has become one of your greatest national industries. There is no more powerful unifying agency at work in the world than education. It may interest you to know that at a great imperial university conference which I had the honor of attending in London last year, and which was presided over by Mr. James Bryce, more than one speaker expressed the view that if we only had representatives from American universities with us, we should have been quite complete. In default of any such larger federation, it is at least open to cultivate the cordial relationships which are implied in the exchange of visits on the occasion of interesting ceremonials such as the present. I do not know that either Englishmen or Americans are sufficiently conscious of the amount of fusion that is going on around and about us, as shown especially in the results of the silent processes by which our common language is asserting its supremacy not only on this continent, but in far off Asia, Australia, and Africa as well. It is a good augury for the future federation of the world that America—as a whole—speaks English and is content to call it English still!

When your president asked me to furnish him with some title for my address this forenoon, I felt inclined to suggest that I might be allowed to discourse on what I should have liked to call "standing impressions."

For such a talk I should have been glad to draw inspiration merely from the various speeches which I knew were to precede mine. But something more formal was required of me and I have been at some pains to comply with the demand. No one can take part in such a ceremonial as this without realizing the degree of identity, as well as difference, that will be found to exist on a comparison of British and American university institutions. Identity there must ever be amongst the universities of all countries, centering as each does in the common constitution of chair, faculty, and senate. (I leave the question of business administration out of account, as that is cared for in many different ways.) All American universities are democratic, some more, some less. Those who still imagine that a democracy prefers to be governed by ignorant persons ought to have had the opportunity which your visitors have enjoyed, of listening to the speakers whose eloquence, as is usually the case at such gatherings in the United States, has been so remarkable a feature of your festival. It is not the fact that a democracy would choose, if left to itself, to remain ignorant. It wants rather the best guidance that it can get. That is why it is that, no matter what course the student may follow, his university training is not considered to have done much for him if it fails to make him more fit than he otherwise would have been, to lead his fellowmen, and to take a useful and a creditable part in the conduct of public affairs. Preparation for citizenship and for the pub-

lic service has rightly been made the basis of much of your work in the realm of higher education. There is a passage in one of President Eliot's recent reports which may well be cited in this connection: "Since wise and efficient conduct of American affairs, commercial, industrial, and public, depends more and more upon the learned and scientific professions, the universities owe it to the country to provide the best possible preparation for all the professions. This best possible preparation can only be given to young men who up to their twenty-first year have had the advantages of continuous and progressive school and college training."

The world is older now than it was in the days when universities first were founded, and the forces on which they depend in our time manifest themselves in forms which it may sometimes appear hard to identify with those that led to the institution of the earliest seats of learning in Europe. The inevitable law of change has asserted itself conspicuously in the sphere of higher education. But though conditions have become very different from what they used to be, it is really not difficult to trace something at least of the same spirit continuously operative through the centuries. The earliest universities were the nurslings of the church,—the church which after fostering learning through the darkest of the dark ages had now become the great centralizing and unifying agency of medieval Europe. Princes and people had combined their efforts with those of learned men to develop them out

of the old cathedral and cloister schools where the only teachers were the monks. There is a sense in which these universities were the models even of the technical schools which in our day have found shelter, and let us hope inspiration also, under the broad ægis of our academic institutions. For were they not professional schools, and were not the subjects which they taught mainly such as were intended to prepare priests and monks for their work in life? If we claim to be their lineal successors we must keep well to the front that conception of the unity of learning and the interdependence of studies which in their different circumstances they found it comparatively easy to foster. The various branches of learning stand in vital relation one to another. To use an illustration employed by the historian Gibbon, they resemble "a vast forest, every tree of which appears at first sight to be isolated and separate, but on digging beneath the surface their roots are found to be all interlaced with each other." One subject has a way of throwing light upon another, and even when the relation between the various studies is least obvious, it will generally be found that some deep-lying principle exists which, when discovered and applied, will bring into the closest union with each other branches that may appear to be totally unconnected. It is by apprehending the similarity of methods that runs through all the sciences that the student will be enabled, amid the multiplicity of subjects which strain for recognition, to hold fast the ideal of the unity of learning, to keep

the parts in due subordination to the conception of the whole, and to bring himself into sympathetic contact with the comprehensive circle of human knowledge. After all it is the spirit which makes us one, no matter what differences may exist as regards external forms. Our universities need not all be fashioned in the same mould. Here in Wisconsin, with your state patronage and your mutual understanding as to the advantages which both parties to existing contracts may hope to reap, it may surprise you to realize that questions are still raised elsewhere as to the propriety of including in the university curriculum the industrial applications of science. To me it seems to be the natural consequence of the rapid growth of science in recent times. I have already reminded you that the earliest universities were eminently practical. Bologna was founded for law, Salerno for medicine. The distinction between what we call pure and applied science is a natural and necessary distinction, and though the former now comes first in the order of teaching, it was not so in the order of historical development. It was the practical needs of life that gave rise in the first instance to the science of astronomy, for example, and geometry; and as for chemistry, in the hands of alchemists its essential motive was the persistent endeavor to transfuse the baser metals into gold. On the one hand the practical applications of science lie at the foundations of all science; on the other, it may be truly said that all the marvels of modern scientific activity rest on the basis of the

abstract and theoretical learning which is fostered by the university, and which, as has been rightly insisted on by previous speakers, it is the duty of the state, as well as its privilege, to develop and encourage in an institution such as this. What we have to do is to seek to minimize the danger and disadvantage of the separation of the two spheres by giving practical men a sound training in theory, and also by keeping theory in touch with practice.

There are, in fact, obvious advantages in the association of technology with a university curriculum. The university alone can adequately cover the higher parts of technical instruction, safe-guarding the "disinterestedness" of science and keeping in due subordination to the search for truth the material advantages and "bread-earning" potencies that may be involved in any particular branch of study. And by so doing,—by throwing its ægis over technology,—the university learns the lesson that the day is long past and gone when it might be content with being a mere academic ornament, instead of striving to make itself a center of practical usefulness in the community. The word has gone forth over all the world that learning and science are and must ever remain incomplete and unsatisfying unless they can be adapted to the service and the use of man.

The danger now rather seems to be that the needs of practical and professional training, and the pressure of commercial interests, may tend to depress the standard of liberal education and the old traditions

of culture. We hear much nowadays of proposals to get the universities to shorten or cut down the academic and literary side of their training. But if we follow our best counsellors we shall not want to do so many things in so great a hurry. Rather we shall stand by the sure foundation which a university training ought to guarantee. This has been well described by one of your own authorities, Professor Andrew West of Princeton, in his reference to the college department of a university as that which furnishes "the one repository and shelter of liberal education as distinct from technical or commercial training; the only available foundation for the erection of universities containing faculties devoted to the maintenance of pure learning, and the only institution which can furnish the preparation which is always desired, even though it is not yet generally exacted, by the better professional schools."

We all know when it becomes our duty gently to combat, for example, the wishes of the parent who says, "My boy wants to be a chemist or an engineer; put him through his studies in the shortest possible time." A year or two's delay will make all the better man of him. Not that we do not believe in specialization, but we also believe that the student makes a mistake when in his haste to advance himself in some special field, he turns his back on the advantages of a broad, general education. Let him have an opportunity of developing an interest also in other subjects, outside his own particular sphere; so shall we secure

that he shall rise superior to the temptation of acquiring the mere knacks of a trade, and that those who may become the future leaders of great industrial undertakings, shall have a mastery of principles as well as that faculty of well-balanced judgment and careful discrimination which, as distinct from the mere acquisition of knowledge, is the mark of a sound and comprehensive education.

It is by giving emphasis to this argument that we may avoid any reasonable censure from those who wish to warn us that it is no part of the work and office of a university to teach the students how money may be made. Apart from all thought of "getting on in the world," the benefits of a college training should be made to stand out as solid advantages for the betterment and enrichment of the individual life. It is a trite remark that business or professional avocations do not make up the whole of existence for any one of us. The leisure of life has to be provided for, and as was lately remarked by one of my colleagues in Montreal, "Everyone should receive an equipment such as shall enable him even to get through his Sundays with credit."

I have referred already to the great expansion in modern days of the field of university studies. Law, medicine, theology, are no longer the only technical applications of our academic work. The modern type of college professor can make his views heard, not only about railroads, bridges, and electrical supplies, but also about public finance and currency and bank-

ing—even about an international dispute over a boundary line! And it is good for a university thus to be brought into close touch with the actual needs of life. No one believes nowadays that a sound training in classics and mathematics is enough for a student, whatever may be the line of life he may intend to enter on. But in adapting ourselves to the new, we need by no means part wholly with the old. Do not let us forget that while it is not beneath the dignity of a university to take an interest in practical matters, such as the problems of banking and finance, sanitary reform, water supply, taxation, charity organization, and municipal questions generally, there is such a thing as the uplifting of professional interests and pursuits by association with an institution which is above and beyond them all. The path of progress in the professional faculties is now marked out on the lines of an ever-increasing identification with the aims and ideals of the university. Instead of separation and independence, what we work for now is the co-ordination of subjects and departments, the inter-relation and interdependence of the faculties, the unification of the separate and segregated parts in one systematic and consistent whole, in which each branch, while distinct in its own well defined sphere, shall yet contribute to the common strength of all. Upon such a scheme mining may quite well go hand in hand with metaphysics, Hebrew with hydraulics. Take mining, a branch of which the importance can hardly be over-estimated, and which we have fully installed at one of the univer-

sities which I represent to-day,—I need hardly say I am not referring to Oxford! It may serve to illustrate the wide interests that may be cultivated in a university of the kind I am describing, if I recall the fact that I know also another type of miner, different from the one who is trained in schools of mining engineering. Some of my friends are digging at this moment—not on virgin soil like the Klondike, but in countries like Egypt, and Crete, and Asia Minor, whose hills and plains are gray with hoar antiquity. What is the object of their search? Not the shining nugget or the ore which will yield its hidden treasure only to the pressure of machinery, but the mould-covered and musty papyrus—some buried and long-forgotten manuscript that may seem to bridge again the gulf which separates the old world from the new. Perhaps there may be some here who would not give much for such treasure-trove, but none the less is it true that the explorers in Egypt and elsewhere are adding, like the mining engineer, to the sum of the world's wealth; to its opportunities of knowing itself, its past history, and the story of its previous intellectual efforts.

And so room may be found under practically the same roof for science on the one hand, and, also, for literary studies, those branches which make it their business to investigate the origins of things—of languages, of religions, of national customs, ideas, and institutions. All nations have need of the "scholar class," the men who stand for ideas and ideals, who are eager

to join in the search for truth and to proclaim it fearlessly. The one thing needful is that all investigations, literary and scientific alike, be carried on in the spirit of the maxim laid down by the late M. Gaston Paris: "I profess absolutely and without reserve this doctrine, that the sole object of science is truth, and truth for its own sake, without regard to consequences, good or evil, happy or unhappy. He who through patriotic, religious, or even moral motives, allows himself in regard to the facts which he investigates, or the conclusions which he draws from them, the smallest dissimulation, the slightest variation of standard, is not worthy to have a place in the great laboratory where honesty is a more indispensable title to admission than ability. Thus understood, common studies, pursued in the same spirit in all civilized countries, form—above restricted and too often hostile nationalities—a *grande patrie* which is stained by no war, menaced by no conqueror, and where our souls find the rest and communion which was given them in other days by the City of God."

And now, as specially representing Oxford, I should like to say a word or two of the feeling of unity which may well bind universities in other parts of the English-speaking world to that which may be called the "old gray mother of them all." There is a popular notion on this continent that Oxford is an anachronism, used up and out of date, and that it exists only for the purpose of providing the sister university of Cam-

bridge with a partner for the boat race and the university cricket match. Much of this is due to the gentle irony of Matthew Arnold, who spoke lightly (knowing that he would not be misunderstood by his friends) of Oxford as being "steeped in prejudice and port;" and who apostrophized the university as "the home of lost causes, impossible loyalties, and forsaken beliefs." The current view is, however, surely a heavy penalty for Oxford to pay for not giving special prominence to those branches of technical or professional study which are so greatly praised in America, on the ground not only of their intrinsic excellence, but also for the practical reason that they afford a speedy means of obtaining a livelihood, and that they contribute also to develop the material resources of the country. It is no reproach to Oxford to admit that her chief glory centers round those literary and humanistic studies, of which it may be said in brief that their main value lies in the fact that they are followed not only for their own sake, not only as ends in themselves, but also because they enter, and must ever continue to enter into all the other branches of a university curriculum. Oxford does not neglect science, although circumstances prevent Oxford from cultivating all branches of science. What she recognizes is the fact that letters are as necessary to civilization as science, and that science will only thrive and exist in an intellectual atmosphere where literature also flourishes. For these two grow from one root.

I listened with interest to what President Van Hise

said in appreciation of the advantages of the residential system at our great English universities. There are many who acknowledge their indebtedness to that system for a degree of what I may call social experience to which they might not otherwise have attained. But, besides being a great school of manners, Oxford has realized the ideal which your own Mr. Lowell set before American colleges in his memorable oration at the Harvard celebration, when he said that he "would rather the college should turn out one of Aristotle's four square men, capable of holding his own in whatever field he may be cast, than a score of lop-sided ones, developed abnormally in one direction;" and when he defined the general purposes of college education as being "to set free, to supple, and to train the faculties in such wise as shall make them most effective for whatever task in life may afterwards be set them—for the duties of life rather than for its business; and to open windows on every side of the mind where thickness of wall does not prevent it."

October of this year will see the first additions from American colleges to the ranks of Oxford students under the terms of the Rhodes Bequest. It may be in order to offer a word or two on that much-discussed topic. Let me first recall the words of Mr. Rhodes' will. He stated in express terms that his desire was "to encourage and foster an appreciation of the advantages which will result from the union of the English-speaking peoples throughout the world, and to encourage in the students of the United States of

America, who will benefit from the American scholarships, an attachment to the country from which they have sprung without withdrawing them or their sympathies from the land of their adoption or birth.'' It is probably the fear of something of this sort that has given rise to certain criticisms of the Rhodes' Bequest. The most acrimonious that I have seen comes from a journal that calls itself the ''Cosmopolitan,''* the editor of which finds fault with Dr. Parkin for claiming (as reported in a newspaper interview) that ''Oxford during three centuries has turned out literary statesmen for England as regularly as clockwork, and gives to students the kind of world-wide knowledge that will enable them to stand among the great ones of the earth.'' The literary roll of honor among the statesmen of this country is undoubtedly growing in distinction: it contains names like those of your great President of the United States, the strenuous Theodore Roosevelt, John Hay, and others. All that Dr. Parkin meant to assert was that England has never lacked statesmen who were also eminent in literature. But what says the editor of the ''Cosmopolitan''? ''Seen through American eyes Oxford has not turned out two great statesmen of high integrity, broad conceptions, and personal courage to each of these three centuries.''

Then he proceeds to offer a prize of one hundred

*The remarks which form the subject of what follows may be found in a note appended by the editor to a paper in which the writer seems to gloat over what he conceives to be the approaching dissolution of the British monarchy. Cosmopolitan: May, 1904.

dollars to any one who will name such statesmen. I should like to enter this competition and found with the proceeds a prize in the history department of the University of Wisconsin! Mr. Walker's remarks are practically an indictment, not of Oxford, but of English statesmanship for the last three hundred years. For it is true that a very great proportion of England's public men, during that period, were educated in Oxford: the rest had mostly the advantage of a Cambridge training. In our own day there have been from Oxford, Gladstone, Morley, Goschen, James Bryce, Asquith, and many more. A century ago there were Chatham, Fox, Carteret (the first Lord Granville); two centuries ago, John Hampden, Lord Clarendon, Sir Harry Vane, Sir John Eliot. That some of these not merely passed through Oxford, but retained her teaching in the deepest substance of their minds, may be inferred from the famous anecdote of Carteret told by Robert Wood, the author of the Essay on the genius of Homer. Wood called on Carteret a few days before his death, with the preliminary articles of the Treaty of Paris. He found the statesman so languid that he proposed postponing the business. But Carteret insisted that he should stay; "it could not prolong his life," he said, "to neglect his duty." Then he repeated to his visitor, in the original Greek, the immortal lines which Sarpedon in Homer's Twelfth Iliad addresses to Glaucus, the son of Hippolochus: "Friend of my soul, if we might escape from this war, and then live for ever without old age or death, I

should not fight myself amid the foremost ranks, nor would I send thee into the glorifying battle; but a thousand fates of death stand over us, which mortal man may not flee from nor avoid: then let us on, whether we shall give glory to others, or obtain it for ourselves.'' It was the spirit of Oxford and an Oxford training that spoke in these words of a dying statesman. Carteret may have had his faults,—such faults as were common in that age. But this story from his deathbed will ever hallow his memory in the minds of those who know what an Oxford training means.

It was certainly Cecil Rhodes' intention, in addition to improving the relations of the English-speaking peoples, to help to enlarge in America—what has been the glory of England—the class of really cultivated statesman, capable of a broad and generous view, free from all parochialism and crudity. Of course Oxford cannot create men of genius: nature must do that. Neither can she create heroes and saints, men with a burning passion for humanity. But she can leaven all the human materials sent her with a certain civilizing influence, a certain softening power of beauty and of thought. Her very walls will do it. Most of you know this very well. I appeal to my friend, President Harper. What greater compliment could Chicago have paid to our English universities than to imitate their buildings in structures which recall—in what I was glad to find last week are really no uncongenial

surroundings—the stately associations of the college gardens!

We must not expect statesmen—men of action—to be representatives of ideal perfection: none of them ever has been. Cæsar, Cromwell, Bismarck, had many obvious faults. It is high praise for them if they see the thing which has to be done, and can be done in their age, and get that thing done. If they were votaries of abstract perfection, and would not move till that could be secured, they would do nothing at all. Why then should Oxford be discouraged by the fact that the editor of the Cosmopolitan holds that Cecil Rhodes "did not propose to send American youths to Oxford to be educated, but American youths to educate Oxford in the ways of a great Republic"? Or again, "Oxford annually puts forth a group of parliamentary mediocrities, of literary jingoes, of political makeshifts, of legislative dilletanti, of conservatives, of opportunists, of men who sweep with the tide, and never put forth a fearless effort on behalf of improved government." And once more, "Has Oxford," cries J. B. Walker, "sent out within fifty years a single figure who can be spoken of as having a splendid courage, a high integrity, a clear intelligence, a comprehensive grasp of improved governmental methods, and at heart, solely the interests of his fellow-men? No. Class favoritism, social kotowing, cowardice in opposing popular measures" (whatever may be the meaning of that) "disciples of the has-been and commonplace, these are her graduates."

Ladies and Gentlemen, I am a graduate of Oxford, which I am proud to look back upon as my Alma Mater, and I must confess that I do not recognize my mother in this travesty and caricature. Mr. Walker states it as a fact that while Oxford-trained statesmen "follow in a gentlemanly way along the channels of personal advantage, of social success, of universal respectability, London has 22,000 homeless ones in her streets." He does not mention the number for New York. And he fails to recall—probably because he did not know it—that it was Oxford that first, in the foundation of Toynbee Hall, made the attempt to carry the influence of university men out among the masses of a great metropolis. If I mention the name of one more Oxford man of the last generation, Lord Shaftesbury, that will be enough to complete the refutation of the charge that English statesmen neglect the interests of their fellowmen.

I am sure there must be very few in this audience who have any sympathy with the statements I have quoted. But I cite them with a purpose. I have derived, on the other hand, some relief from the information that this sort of nonsense comes from the same omniscient editor who once stated in the pages of his magazine that in his judgment the late Queen Victoria was a much overrated woman, who wasted great opportunities for usefulness upon trivial matters of routine and ceremonial,—and who, in his desire to belittle everything that connects with the old country, also came out in an article making the British government

responsible for the loss of life in India, by taking such steps as would develop rather than suppress the plague and famine and pestilence that from time to time unhappily devastate the teeming millions of that great continent. Criticism of all new schemes, such as the Rhodes Bequest, is right and proper; it is even open to any one to have misgivings as to the practical benefit that is to accrue from the operation of Mr. Rhodes' will. But the man who makes it the opportunity for trying to stir up ill feeling between the English-speaking peoples should meet with the reprobation of all right-minded persons. In my opinion Mr. Rhodes' main purpose will be amply fulfilled if the American students at Oxford not only bring back from that university a better knowledge of the real friendliness which is felt towards Americans in the old country, but also if the monetary inducement which he offers should attract more of them than might otherwise be the case to delay that rush into professional work which has been so natural in the early days of a new country, and to spend some of the best years of their lives in getting out of Oxford what Oxford is so well qualified to give—the inestimable advantages of an all-round education.

I had intended to refer also, did time permit, to another topic of present day interest,—the report of the Mosely Commission, some members of which recently visited this university, along with others in the United States. In reading the volume which has been issued in the name of this commission, I am deeply impressed

by the sincerity of the compliments and congratulations which the commissioners offer to the educators of the United States. On all hands recognition is given to that wonderful enthusiasm for education which inspires everything you are trying to accomplish in this department,—to your "absolute belief in the value of education, both to the community at large, and to agriculture, commerce, manufactures, and the service of the state." The "femininisation" to which Dr. Gilman referred, as something which had appeared to excite apprehension on the part of the Mosely commissioners, is by them connected,—as I read their reports—not with the troublous question of coeducation (though I do not know that any one of them would be ready to go to the stake for coeducation as a principle), but with the great and increasing preponderance of women teachers in your public schools. But however this may be, the Mosely commissioners are well aware that in the United States you have been foremost in realizing that one of the greatest discoveries of the nineteenth century has been the discovery of the value of education. You know that it is the best educated nation that wins in the race with others. Take the following: "There is in America a more widely-spread desire for the education of the people than in England, and it is generally recognized that education is to be given to every citizen as a matter of right. Each child is brought up on the understanding that it is the duty of the state in which he lives to give him the best education he is fit to receive, and the com-

munity understands that the public funds are to be drawn upon to provide for such education.'' (p. 351.) ''The whole people appear to regard the children as the nation's best asset, whilst the children themselves seem to be animated with the desire to cultivate their powers to the fullest extent, because they realize that they can only hope to occupy such positions in life as their education has fitted them to fill with credit.'' (p. 376.)

More than one of the Mosely commissioners quote with approval President Roosevelt's utterance, when he said that while education would not make or save a nation, the nation which neglected education would be assuredly undone in the long run. With you education has come to be a ''prime necessity of national life, for which hardly any expenditure can be too great,'' and the opportunities for which are being widely diffused, and made generally accessible, in all its branches, to every section of your great democracy. That is a result on which I ask to be allowed to join my congratulations to those of my fellow countrymen who, in the pages of the Mosely Commission Report, have enshrined so appreciative and so illuminating an account of your educational system.

Let me close by offering a word of congratulation on the success which has attended your present celebration. I am sure I am speaking for all your guests when I say it has been the occasion of great enjoyment and much edification to the whole body of your visitors. Especially to those of us who represent other coun-

tries, you have given one more illustration of that spirit of whole-hearted enthusiasm which pervades all your work as a nation. It was greatly to the credit of those who settled the western states that, in the days when their thoughts must have been occupied with what many would consider more pressing problems,—in a time of hurry and bustle such as marks the birth of a new community,—they gave their best energies to the organization in your midst of an institution of the higher learning. Fifty years may seem a brief space if compared, for example, with the antiquity which Oxford boasts, but the true standard of comparison is the space of time that has elapsed since this territory was organized into a state of the Union. That was, I believe, only a few years before the University of Wisconsin was launched as a state institution upon its remarkable career. However gratifying may be the retrospect as it was sketched for us in the interesting address of President Van Hise, the representatives of sister universities feel every confidence that your outlook for the next half century is still more hopeful and promising. Those who may assemble here to celebrate your first centennial will look back upon a period crowded with achievements even more glorious than those we celebrate to-day. Meanwhile the festival in which we have been privileged to take part will stimulate the staff of this university to even greater and more strenuous service. It is on them, along with the new president, that the burden mainly falls. I am certain that they will realize the fact that

after all a university is what its teachers make it; that it is for them to keep it a living and active force in the community, which shall not be content only with teaching science and learning, as it were, ready-made, but shall always endeavor to contribute to the making of them. May this university remain through all time a center of American national life, seeking to influence at every point not only education, but, also, social progress and the public service!

CONFERRING OF DEGREES

The addresses of Commencement Day were followed by the conferring of degrees. The candidates for degrees in course were presented to the president by the deans of the several colleges in the usual order. Degrees were conferred by President Van Hise on three hundred and sixty-one candidates; of these three hundred and thirty-four were admitted to baccalaureate degrees, seventeen to masters' degrees, and ten to the degree of doctor of philosophy.

After an orchestral selection occurred the conferring of the honorary degree of doctor of laws. The several candidates were presented by a member of the faculty, acting as university herald. Each candidate rose as his name was announced and was escorted to the president by an usher. As each degree was conferred, the recipient was invested with a Wisconsin doctor of laws hood. The following named persons received in order this highest academic honor of the University of Wisconsin:

James Burrill Angell, President of the University of Michigan; Daniel Coit Gilman, President emeritus of the Johns Hopkins University and President of the Carnegie Institution; William Rainey Harper, Presi-

dent of the University of Chicago; Henry Carter Adams, Professor of political economy and finance in the University of Michigan and Statistician of the Interstate Commerce Commission; Jane Addams, Head resident of Hull House; Henry Prentice Armsby, Director of the Agricultural Experiment Station of the Pennsylvania State College; Joseph Henry Beale, Jr., Professor of law and Dean of the Law School in the University of Chicago, and Bussey professor of law in Harvard University; Alexander Campbell Botkin, Chairman of the Commission to revise and codify the criminal and penal laws of the United States; George Lincoln Burr, Professor of mediæval history and Librarian of the President White Library in the Cornell University; Thomas Chrowder Chamberlin, Professor and head of the department of geology and Director of museums in the University of Chicago; John Dewey, Professor and head of the department of philosophy and Director of the School of Education in the University of Chicago; William Gilson Farlow, Professor of cryptogamic botany in Harvard University; John Huston Finley, President of the College of the City of New York; Kuno Francke, Professor of German literature and Curator of the Germanic Museum in Harvard University; Grove Karl Gilbert, Geologist, United States Geological Survey; George Hempl, Professor of English philology and general linguistics in the University of Michigan; William Edwards Huntington, President of Boston University; Richard Henry Jesse, President of the

University of Missouri; Theodor Lewald, Imperial German Commissioner-General to the Louisiana Purchase Exposition; Friedrich Wilhelm, Graf zu Limburg Stirum, Commissioner-General of the German educational exhibit at the Louisiana Purchase Exposition; Franklin Paine Mall, Professor of anatomy in the Johns Hopkins University; Eliakim Hastings Moore, Professor and head of the department of mathematics in the University of Chicago; Alfred Noble, Engineer; Cyrus Northrop, President of the University of Minnesota; George Henry Noyes, Ex-President of the Regents of the University of Wisconsin; Edward Laurens Mark, Hersey professor of anatomy and Director of the zoological laboratory in Harvard University; Samuel Lewis Penfield, Professor of mineralogy in Yale University; William Peterson, Principal and Vice-Chancellor of McGill University; Herbert Putnam, Librarian of Congress; Auguste Rateau, Professor in the Ecole Nationale Superièure des Mines; James Ford Rhodes, Historian; Albert Shaw, Editor of the Review of Reviews; Edgar Fahs Smith, Vice-Provost and Professor of chemistry in the University of Pennsylvania; Reuben Gold Thwaites, Secretary of the State Historical Society of Wisconsin; Edward Bradford Titchener, Sage professor of psychology in the Cornell University; Benjamin Ide Wheeler, President of the University of California; John Bradley Winslow, Associate justice of the Supreme Court of Wisconsin; Robert Simpson Woodward, Professor of mechanics and mathematical phys-

ics, and Dean of the faculty of pure science in Columbia University; and James Wilson, Secretary of Agriculture.

The degrees were conferred by President Van Hise in the following words:

James Burrill Angell: Scholar of distinction, diplomat and man of affairs, of persuasive speech and winning address, now completing your thirty-third year of service as the head of the foremost state university, a service not to your institution only, but to all universities and nations, on you the state University of Wisconsin takes peculiar pleasure in conferring the degree of Doctor of Laws.

Daniel Coit Gilman: Successively professor at Yale, president of the state University of California, first president of John Hopkins University, first president of the Carnegie Institution of Washington, for leadership in education, and especially for the development in America of two institutions of the highest type, committed primarily to scholarship and research, on behalf of the faculty and regents, I have the honor to confer upon you the degree of Doctor of Laws of the University of Wisconsin.

William Rainey Harper: Man of courageous initiative and volcanic energy; bold and successful experimenter in education; wise fashioner of a great university; effective and inspiring teacher; creative scholar in Semitic languages and literature; professor

and president of the University of Chicago since its foundation; upon you, particularly for the organization of a university of the first rank in the chief city of the entire Mississippi Valley and as a mark of our confidence in its surpassing future and our love for our nearest and youngest neighbor, by the authority of the regents, I take peculiar pleasure in conferring the degree of Doctor of Laws of the University of Wisconsin.

Henry Carter Adams: Author of notable works on the theory and practice of public finance; eminent as a statistician; distinguished as a public servant laboring for the interests of the nation; on the nomination of the faculty, by the authority of the regents, I confer upon you the degree of Doctor of Laws.

Jane Addams: Your eminence as a philanthropist, social reformer, author, and creator of the greatest of all social settlements is recognized the world over. The University of Wisconsin wishes to-day to express its high appreciation of your work and to this end has given me the authority, which I now exercise, to confer upon you the degree of Doctor of Laws.

Henry Prentice Armsby: Formerly professor at this university, with the aid of ingeniously-devised apparatus you have for years been successfully working upon the very important problems of metabolism of food nutrients. Upon you, for these valuable researches on the nourishment of the body, and for vig-

orous administration of the Pennsylvania State Agricultural Experiment Station, we confer the degree of Doctor of Laws.

Joseph Henry Beale, Jr.: Resourceful teacher, master of the Socratic method, stimulator of original thought and investigation, keen and direct analyst and writer, organizer and dean of the law school of the University of Chicago, Wisconsin honors you to-day with the degree of Doctor of Laws because of your contributions to legal education and to the literature of the law.

Alexander Campbell Botkin: The University of Wisconsin recognizes in you one of her oldest sons, whose loyalty has never wavered, whose indomitable will and tireless energy in the face of grave misfortune has won her admiration, and whose valuable service in many positions of trust and responsibility has brought her honor. As a token of her affectionate regard, she confers upon you the degree of Doctor of Laws.

George Lincoln Burr: Your work upon the history of superstitions is well known to scholars; to-day we wish to emphasize your service to the nation. When war with England seemed a possibility, the Venezuela Boundary Commission chose you as the scholar best fitted to act as its historical expert. You investigated fearlessly and impartially a question of the deepest moment to three nations. Your report

was of the greatest service to the cause of peace. In recognition of this work, by authority of the regents, I confer upon you the degree of Doctor of Laws.

Thomas Chrowder Chamberlin: The University of Wisconsin owes you much. As her president for five years, you contributed to her development and upbuilding more than can be estimated. She honors you to-day for this, and also for your contributions to the science of geology. In your work in this connection with the state and federal surveys, and in your comprehensive scientific investigations regarding the principles of ore deposition, the Pleistocene formations, and the evolution of the solar system, you have combined in a rare manner patient collection of facts, discriminating reasoning power, and constructive scientific imagination. You have richly deserved the highest academic honor in the gift of the university, and it is with the greatest pleasure that we confer upon you the degree of Doctor of Laws.

John Dewey: Profound philosopher and psychologist, you have successfully applied your learning to the study of childhood and youth. You have been an inspiration and a guide to students of education in every progressive country. For distinguished service in the development of educational theory and practice, this university confers upon you its degree of Doctor of Laws.

William Gilson Farlow: For your fundamental contributions to the morphology and classification of

cryptogamic plants, in which you have advanced our knowledge of the evolution of plant life; for your valuable studies in applied botany; and because of your distinction as a representative of all botanical enterprises of international scope, the University of Wisconsin confers on you the degree of Doctor of Laws.

JOHN HUSTON FINLEY: In recognition of the service you have rendered to education in the capacity of professor and college president, and of the contributions you have made to the solution of the problem of poverty by your studies among the poor of New York City, on the recommendation of the faculty and by authority of the regents, I confer upon you the degree of Doctor of Laws.

KUNO FRANCKE: In grateful recognition of your eminence in the interpretation of literary phenomena as reflections of the social and intellectual development of a people, of your work as originator and first curator of the Germanic Museum at Harvard University, and of your great service in giving to wider circles of American readers a better appreciation of German literature and German character, by the authority in me vested I confer upon you the degree of Doctor of Laws.

GROVE KARL GILBERT: Preeminent in the development of physiography; geologist of the first rank; scientist of balanced judgment; deep interpreter of

nature; upon you, especially for the masterly formulation of the principles of erosion, by the authority of the regents, I confer the degree of Doctor of Laws.

George Hempl: With the philologists of this country and of the world, we recognize in you a great interpreter of the laws of linguistic science, a teacher who is having a profound influence upon methods of instruction in the modern languages, and the author of a fundamental work on the runes. As evidence of our appreciation of your work, the regents have authorized me to honor you with the degree of Doctor of Laws with all its attendant privileges.

William Edwards Huntington: Your Alma Mater remembers how, in the old times, in her days of weakness and littleness, your young enthusiasm stood always for culture and character. For more than a third of a century, in pulpit and professor's chair, and at the head of a sister university, you have insisted upon the deeper things of the spirit. For these high services to education and to humanity, your mother to-day crowns you with the degree of Doctor of Laws.

Richard Henry Jesse: Conspicuous for moral power, educator for many years, builder of the strong state University of Missouri, on you, for the advancement of education in the south, on recommendation of the faculty and by authority of the regents, I confer the degree of Doctor of Laws of the University of Wisconsin.

THEODOR LEWALD: We honor in you that rare combination of administrative talent and scientific spirit which has contributed so much toward the development of modern civilization. You have been a leader in many scientific and economic enterprises of national importance. Your labors in organizing the German Antarctic expedition and the exhibits at Paris and at St. Louis of the various phases of the life of your country are particularly noteworthy. In recognition of the part you have played in the advancement and diffusion of knowledge, and of the friendship which exists between your country and ours, on the recommendation of the faculty and by authority of the regents, I confer upon you the degree of Doctor of Laws.

GRAF ZU LIMBURG STIRUM: We recognize you as a representative of the department of public instruction of the German Empire, the educational system of which has influenced the development of scholarship and research in the universities of this country more than that of any other nation. As an expression of the educational obligation of the United States to Germany, I take pleasure in conferring upon you the degree of Doctor of Laws.

FRANKLIN PAINE MALL: Foremost investigator in anatomy in America, leader in recent advance in medical education, you have established productive departments of anatomy in three universities. Your teaching has inspired a strong group of disciples doing important investigative work at this and other univer-

sities. You are well worth the honor of all, for your aim is to decrease human suffering. This university therefore confers upon you the degree of Doctor of Laws.

Edward Laurens Mark: This university confers upon you the degree of Doctor of Laws in recognition of your profound researches upon embryology and the animal cell, and of your services, for more than a quarter of a century, as the head of a great laboratory in which many of the zoologists of this country have been trained in the methods of fruitful research and inspired with the highest ideals of their science.

Eliakim Hastings Moore: Teacher stimulating the study of the higher mathematics in America; leader accomplishing much for the betterment of mathematical instruction in schools of all grades; mathematician, whose erudite labors and fruitful research in an ancient science have made the whole world your debtor; upon you, for mathematical investigations, by authority of the regents, I confer the degree of Doctor of Laws.

Alfred Noble: Your skill in large construction, your broad views and sound judgment, and your knowledge of applied science, have made you an eminent expert and enabled you to make important contributions to the solution of the great problems of transportation. We confer upon you the degree of Doctor of Laws on account of your eminence as an engineer, a scientist, and a man of affairs.

Cyrus Northrop: Renouncing high position in one of the foremost American universities to give yourself to an institution hardly more than beginning to accomplish its splendid destiny, you have seen it, under your leadership, pass from obscurity to greatness. In recognition of this service to the sister University of Minnesota, on the recommendation of the faculty and by authority of the regents, I confer on you the degree of Doctor of Laws of the University of Wisconsin.

George Henry Noyes: Son of this university, you have achieved distinction, both as a practicing lawyer and as a jurist. You have honored your state and your profession by promoting reforms in legislation and in the administration of justice. For twelve years you served this university as a regent with unusual ability and self-sacrificing fidelity. For these reasons your Alma Mater confers upon you the degree of Doctor of Laws.

Samuel Lewis Penfield: Your determination of the molecular structure of complex minerals and researches upon the relation of crystal forms to chemical composition have advanced our knowledge of the constitution of matter. For determinative mineralogy you have written the authoritative text. Worthy successor of your illustrious predecessors, Silliman and Dana, you have won fresh laurels in science for Yale University. In recognition of this work we confer upon you the degree of Doctor of Laws.

WILLIAM PETERSON: Your ripe scholarship and high attainments in the discovery and critical study of classical texts are known to scholars throughout the world; but to-day we wish especially to honor you as the head of a great university, famous for sound learning and brilliant research, located at the principal city of Canada, the twin offspring with the United States of our loved mother England. On the recommendation of the faculty and by the authority of the regents, I have the pleasure of conferring upon you the degree of Doctor of Laws.

HERBERT PUTNAM: As an efficient administrator you stand in the front rank of those who have made the libraries of America a vital part of our educational system. In acknowledgment of your work at Minneapolis and Boston, and especially in recognition of your successful efforts to transform the Library of Congress into a truly national institution, it gives me pleasure, upon behalf of the regents and faculty, to confer upon you the degree of Doctor of Laws.

AUGUSTE RATEAU: In recognition of your achievements as a mechanical engineer, as a contributor to the science of the flow of fluids, as a distinguished inventor of steam turbine engines, and as an author of standard books in engineering, on the recommendation of the faculty and by the authority of the regents, I confer upon you the degree of Doctor of Laws of the University of Wisconsin.

James Ford Rhodes: Son of the middle west, your History of the United States from the Compromise of 1850 is the product of a master hand. You bring to the discussion of great political questions felicity of phrase, vigor of treatment, and a judicial temperament which gives sure promise that your work will live. Upon you, for your eminence in historical research, this university confers the degree of Doctor of Laws, with all its attendant privileges.

Albert Shaw: In conferring the degree of Doctor of Laws upon you we express our appreciation of a great editor, a pioneer in the scientific investigation of conditions of municipal life and government in the Old World and the New, a promoter of well-considered reforms, an author of important economic and sociological works, and a wise counselor in public affairs.

Edgar Fahs Smith: For pioneer work in the electrolytic separation of metals; for valuable researches upon the compounds of tungsten, molybdenum, and uranium; for the training of a large number of scholars devoted to the advancement of the science of chemistry, this university confers upon you the degree of Doctor of Laws.

Reuben Gold Thwaites: The University of Wisconsin feels especial pleasure in conferring upon you her highest academic honor. As secretary of the State Historical Society of Wisconsin you have con-

tributed much to her efficiency as an educational institution. As a collector of historical documents, as editor of the Jesuit Relations and the Journals of Lewis and Clark, you have made substantial contributions to the history of the west; and your attractive literary style, discriminating scholarship, and breadth of view have popularized accurate historical informamation. I confer upon you the degree of Doctor of Laws.

Edward Bradford Titchener: Through your skill in experimentation, and your independence and sanity of judgment, you have become a leader in modern psychology. In many ways, and especially by your laboratory manual of experimental psychology, you have contributed to the creation of a new department of university study. For this work, the university confers upon you the degree of Doctor of Laws.

Benjamin Ide Wheeler: In you we desire to honor to-day an unusual combination of scholarship, literary culture, and executive ability. We see in you a scholar with a rare faculty of literary expression, one of the foremost American philologists, and an executive of force and sound judgment. In recognition of your service as president of a sister state university, and of the strong impulse which you have given to the study of the Greek language and literature, by authority of the regents, I confer upon you the degree of Doctor of Laws.

JOHN BRADLEY WINSLOW: Your Alma Mater is pleased to honor you with its highest degree. Through a series of legal opinions, which are models of soundness, clearness, and conciseness, you have made important contributions to the jurisprudence of Wisconsin. By long service upon the board of visitors of our university, you have contributed much to her prosperity. On the nomination of the faculty and by the authority of the regents, I confer upon you the degree of Doctor of Laws.

ROBERT SIMPSON WOODWARD: As a mathematician you have departed from the beaten paths, and have applied your art with unusual power to new fields in the border-land between astronomy, geodesy, and geology. In recognition of your important contributions to knowledge in this department of learning, the university confers upon you its honorary degree of Doctor of Laws and welcomes you to its fellowship.

JAMES WILSON: From the directorship of the Iowa Agricultural Experiment Station, you were called to the cabinet by William McKinley. By President Roosevelt you were retained as the head of the United States Department of Agriculture. Under your solicitous care scientific work has risen to first place in this great department. For the encouragement and fostering of agricultural education and research, and thus helping to dignify the great fundamental vocation of agriculture, this university confers upon you the degree of Doctor of Laws.

FAREWELL TO THE GRADUATING CLASS

PRESIDENT CHARLES RICHARD VAN HISE

Members of the Graduating Class:

"The University of Wisconsin commemorates fifty years of service to the commonwealth." These words inscribed on the medal struck for our jubilee were chosen as standing for the idea most worthy of celebration. The university was founded and has been supported by the state for service to the state. Only so far as the university has rendered service has it a right to expect support.

Young men and women, you have obtained an education for a fraction of its cost. You should have the same feeling of gratitude toward the state that one has toward a benefactor. The state does not ask, does not expect, each of you to turn into its treasury the amount expended upon your behalf, but it does ask that you shall feel under deep obligation to Wisconsin. For my part, I have no doubt that you will carry back to the state, in increased efficiency, many fold the wealth expended upon you. I have not the slightest doubt but that Wisconsin is vastly richer to-day than it would have been had it kept the money it has given

to the university and maintained no institution of learning of a high grade.

This added wealth has been due to the dissemination of practical knowledge among all the people and to discoveries which have been taken advantage of, not only by this state, but by the nation and the entire civilized world. To utilize effectively natural resources requires deep insight into the order of the universe. While the material gain to the state by the applications of knowledge obtained through the university is already vast, there remain possibilities in the future utilization of our natural resources beyond the dreams of the imagination. But to accomplish this development will require the trained hands and brains of thousands of youth intimately acquainted with the forces and substances of the world, from gravity to electricity, from the almost insubstantial ether to the wonderfully organized forms of life.

But the material gain to the state from the existence of the university is small compared with the intellectual and spiritual gain in having in every community men and women with high ideals, trained to do the day's work, to help others the better to do their day's work, and thus to raise the commonwealth to a higher plane. Wisconsin alumni have taken a distinguished part in the state and in the nation as inventors, as scientists, as scholars, as statesmen. These men we all delight to honor, and nothing that I might say can bring to us a higher appreciation of their ser-

vice. The training of these men alone would more than justify the foundation and maintenance of the university.

But I wish also to emphasize the service of the more numerous and less noted alumni, who during the past fifty years have been spreading throughout the state and the nation,—capable, strong, clean, faithful, influential in the communities in which they live, true to family ties, fighting the disintegrating forces of the nation, standing unfalteringly for social and governmental advance, finding life well worth the living, and thus helping to make the world a more fortunate environment for the human beings of the future. These men and women are at work in the home, in the school room, in the office, in the pulpit, upon the platform, in legislative halls, in the study, in the laboratory, and in other lines of human endeavor. Almost without exception they are men and women of standing and influence in the communities in which they live. From them radiate uplifting forces, and in them we find a chief justification for the support of higher education by the state.

Certainly so far as this world is concerned, the highest achievement is to diminish human suffering and to increase human happiness. If this be so, the service to the state of the university through its alumni is immeasurable.

It is my hope, it is my profoundest desire, that you of the graduating class of this jubilee year serve the state with ever-increasing devotion; that if possible

you extend a larger service than any preceding class. This should be the ideal of each class that goes out from these halls. By serving the state you also serve the university. If the graduates of the university do their part in the world, the state will ever continue to enlarge its support to the university. In advancing the state and nation to the best of your ability you best advance your Alma Mater. May you and your successors so do your work that at the end of another fifty years Wisconsin may be among the group of states representing the highest type of civilization in America, and that a vastly broader and loftier university may commemorate one hundred years of service to the commonwealth.

LETTERS FROM SISTER UNIVERSITIES AND OTHER INSTITUTIONS OF LEARNING

UNIVERSITY OF AMSTERDAM

Universitatis Wisconsiniensis Praesidem Salvere Jubet Praeses Universitatis Amstelodamensis:

Pergratum nobis accidit, vir amplissime, quod nostrae quoque Universitatis legatos vestris feriis interesse voluistis, cui tamen honorifico muneri cum nemo nostrum in mediis negotiis academicis vacare possit, per hanc epistolam sincera ac solemnia vota nuncupamus pro Universitatis vestrae incolumitate et flore atque augmine perpetuo.

W. H. Bakhuis Roozeboom,
Universitatis Amstelodamensis
h. t. Rector Magnificus.

R. C. Boer,
h. t. Ab-actis.

Amstelodami
die XV m Mai MCMIV.
[SEAL]

BELOIT COLLEGE

The Faculty of Beloit College extends its greetings to the University of Wisconsin on the occasion of the celebration of its jubilee and the inauguration of President Van Hise.

Beloit College, in common with all the educational institutions of Wisconsin, has shared in the benefits which have come to the state through the university. In the record of its achievements in the past fifty years, both in the advancement of learning and science, and in the uplifting of popular education, we rejoice. We congratulate the institution upon the honored position which it has attained among the universities of our states, and we anticipate for it yet greater usefulness in the years that are to come.

By vote of the Faculty, June 3, 1904.

Edward Dwight Eaton,
President.
Robert C. Chapin,
Secretary.

BROWN UNIVERSITY

To the President of the University of Wisconsin:

On behalf of the Corporation and Faculty of Brown University, we beg leave to send through our delegate, Professor James Irving Manatt, greeting and congratulation to the University of Wisconsin on the attainment of its fifty years of memorable service. It is only last week that, on the occasion of the dedication of our John Carter Brown Library of Americana, we turned to the University of Wisconsin for the dedicatory address, and your Professor Turner spoke here words of illumination and inspiration which will long be remembered. Three years ago, when we were in need of a dean for our Women's College, we looked to Wisconsin, and the work that Miss Annie Crosby Emery has done both at Wisconsin and at Brown constitutes a tie between our two universities.

Our debt to you, however, is far greater than that to be indicated by any single personalities. The experiments you have made have been laid at the service of the entire country; the success you have achieved in a new and plastic environment has taught many a lesson to our more staid and conservative institutions

of the East; and your dauntless courage and faith have reacted on all the institutions from which your noble band of teachers have come. Amid the great development of technical studies and schools which our age has witnessed, you have not neglected those historical, literary, and philosophical disciplines which have so much to do with determining the ideals of our young men and the character of American civilization. We beg leave to join with all sister institutions in wishing for Wisconsin centuries of inner aud outer growth, of insight into truth, and fearless leadership in public service.

May the jubilee in which our honored delegate will share be worthy of your past and prophetic of your future.

W. H. P. Faunce,
President.

Wm. Goddard,
Chancellor.

May 25th, 1904.

UNIVERSITY OF BUDAPEST

Rector et Senatus Regiae Scient. Universitatis Hungaricae Budapestinensis Praesidi ac Senatui Universitatis Visconsinensis, S. P. D.:

E litteris vestris ad nos perhumaniter datis haud cum parvo gaudio vos die 15-a mensis Junii celeberrimae vestrae Universitatis feliciter peracti anni quinquagesimi sollemnia celebraturos esse legimus.

Gratias vobis agimus, viri praestantissimi, quod hoc nuntio nos quoque ad hanc festivitatem tam benigne familialiterque invitaveritis.

Sed cum magno spatio praegravibusque rerum conditionibus non per legatos publice missos gratulationem nostram facere nobis concessum sit, vehementer dolemus.

Lubentes ergo vobis congratulari decrevimus his litteris, quibus licet, absentes, tamen caritatem votaque testari vellemus.

Quod reliquum: v. Nque F. P.

Budapestini, in Metropoli regni Hungariae etquidem ex nostrae Universitatis Aula, die decima quinta mensis Junii, a. D. millesimo nongentesimo quarto.

R. Scient. Univ. Hung. Rector.

[seal]

UNIVERSITY OF CATANIA

Rector et Senatus universitatis Catinensis universitati Wisconsinensi, quinquagenaria natalicia agenti, tot annis in studiis exercendis, in liberalibus doctrinis colendis feliciter peractos toto corde gratulantur atque pro eius prosperitate et gloria in maius semper provehendis fausta vota suscipiunt.

Prid. id. mart. MCMIV.

Gesualdo Clementi,
Rector.

Mario Mandalari,
a Secretis.

[SEAL]

UNIVERSITY OF CHICAGO

To the President, the Regents, and the Faculty of the University of Wisconsin on the occasion of the Fiftieth Anniversary of the Conferring of Degrees for the first time, the President, the Trustees, and the Faculty of the University of Chicago send greeting:

In participating in your celebration through our appointed delegates we recall with peculiar pleasure the intimate relations which have existed between our universities during the period of our common activity in adjacent territory. We would call to mind that your honored president is one whom for a space of ten years we were privileged to name as colleague and that others of your faculty have at different times come to our aid in the conduct of the most advanced university instruction and research. In the formative period of our own university we remember that the liberal and scholarly influence of men whose ideals had been shaped in the atmosphere of your university was an important factor in giving direction and homogeneity to our beginnings.

We congratulate you on the illustrious past of the University of Wisconsin and on the splendid future

which is clearly marked out for her. Founded in a commonwealth of heterogeneous elements in which were represented the educational ideals of the New England college and those of the German university the institution which you represent has been able with the loyal support of the people of your state to weld these two elements into a harmonious unity.

We have designated William Rainey Harper, Ph. D., LL. D., President; Thomas Chrowder Chamberlin, Ph. D., LL. D., Professor and Head of the Department of Geology; Charles Reid Barnes, Ph. D., Professor of Plant Physiology; Rollin D. Salisbury, A. M., Professor of Geographic Geology and Head of the Department of Geography; and George Lincoln Hendrickson, A. B., L. H. D., Professor of Latin, as our official representatives. They will convey to you our wish that for the future as in the past the University of Wisconsin may hold that position of wise leadership sustained by the sympathetic support of a united community which shall enable her to adapt herself to the needs of her environment and to shape that environment to noble purposes.

The University of Chicago, June the sixth, nineteen hundred and four.

ALONZO KETCHAM PARKER,
University Recorder.

THOMAS WAKEFIELD GOODSPEED,
Secretary of the Board of Trustees.

[SEAL]

UNIVERSITY OF CHRISTIANIA

Universitati Wisconsinensi S. P. D. Universitatis Regiae Fredericianae quae Christianiae in Norvegia est Senatus:

Literas vestras, quibus indicastis, academiam vestram semisecularia sua sollemnia esse celebraturam, laeto animo accepimus. Omnes enim academiae, quae liberalibus artibus excolendis promovendisque operam navant, amore sororio quodam semper cohaerent et firmis inter se vinculis continentur.

Quocirca prospera vobis incrementa optimosque successus merito congratulantes, ex pia animi sententia vota nuncupamus, ut vestrae universatati semper benedicat Deus Optimus Maximus.

Pergratum sane nobis fuisset, si collegam quempiam ad vos ablegare potuissemus, id quod tamen non licuit.

Quare Augusto Eggers, alumno universitatis nostrae veteri, qui nunc in civitate vestra medicinam summa cum laude exercet, mandavimus, ut pro legato

nostro sollemnibus vestris interesset et gratulationes votaque haec perferret.

Dabamus Christianiae mense Maio MCMIV.

YNGVAR NIELSON,
Senatus academici praeses.
Dec. fac. hist.-philos.

S. MICHELET,
Dec. fac. theol.

BREDO MORGENSTIERNE,
Dec. fac. jur.

E. POULSSON,
Dec. fac. med.

AMUND HELLAND,
Dec. fac. math.-phys.

CHR. AUG. ORLAND,
Secretarius universitatis.

COLUMBIA UNIVERSITY

The President, the Trustees, and the Faculties of Columbia University send congratulation and greeting to the President, the Regents, and the Faculties of the University of Wisconsin, upon the occasion of the public celebration of the fiftieth anniversary of that institution.

Representing, as the University of Wisconsin does, the people of a great state, and responding effectively and well to their highest aspirations and ideals, its work commands the admiration and approval of institutions of learning everywhere.

It is our earnest wish that its distinguished service of the past half century may prove to be but a forerunner of a long career of yet greater distinction and constantly increasing usefulness.

NICHOLAS MURRAY BUTLER, Ph. D., LL. D.,
President.

June 8th, 1904.
[SEAL]

CORNELL UNIVERSITY

To the President, Regents, and Faculty of the University of Wisconsin:

We, the Faculty of the Cornell University, desire to convey to you our hearty greetings upon this doubly auspicious occasion. We congratulate you upon the honorable achievement of the University, during the past half century, in the republic of science and letters: we hope and confidently expect that your material prosperity will be extended, and your services to scholarship and to the state increasingly continued, in the new era upon which the University is now entering.

In offering these greetings, we are mindful that the University of Wisconsin and the Cornell University are bound together, in an especial way, by the memory of Charles Kendall Adams, of whose learning and wise guidance both alike have reaped advantage. We know also that there are in your midst many who love and revere Cornell as their Alma Mater, as among ourselves the University of Wisconsin is a familiar and honored name.

We have designated three members of this Faculty to represent us at your celebration. They bring to you our sincere and cordial wishes that, as the years go by, your University may grow without ceasing in renown and public usefulness.

J. G. SCHURMAN,
President.

WM. A. HAMMOND,
Secretary of the Faculty.

Ithaca, New York,
June 3, 1904.
[SEAL]

UNIVERSITY OF EDINBURGH

To the President, Regents, and Faculty of the University of Wisconsin:

We, the Principal, Secretary, and other members of the Senatus Academicus of the University of Edinburgh, welcome the opportunity presented by the jubilee of the University of Wisconsin in celebration of the fiftieth anniversary of its first commencement, of offering the hearty congratulations of the youngest of the four Scottish universities to one of the most distinguished of the still youthful state universities of the west, upon the abundant prosperity which has marked its career during the past half century.

The young democracies of America have taught our older civilizations a noble lesson of the duty of the state to the higher, as well as to the ordinary, education of its citizens, and this lesson is appreciated by none more than the members of the "Town's College" of Edinburgh.

It is our heartfelt desire that the prosperity attained by the University of Wisconsin during the first fifty years of its existence may prove an earnest of its future destiny, and that it may be more and more abundantly blessed in its beneficent career, and may continually advance from strength to strength.

WM. TURNER,
Principal.
I. J. GRANT,
Secretary of Senatus.

[SEAL]

HARVARD UNIVERSITY

Harvard University, to the University of Wisconsin, Greeting:

Every American university rejoices with the University of Wisconsin in the fifty years of her service to education. Though representing different methods of administration and endowment, and differing in their relation to the educational systems of their several communities, all are united by a common love of learning and a common determination to consecrate its fruits to the public well-being. In the pioneer beginnings, in the years of gradual development, and in those of rapid growth, the history of the University of Wisconsin exhibits certain likenesses to that of Harvard University; and each reveals the sustaining hand of a generous and enlightened community. By the interchange of students and teachers a vital relationship has sprung up between both institutions,—a relationship which tends not so much to divide the allegiance of their sons as to unite the allegiance of both to their watchwords of Progress and Truth. Drawn by these ties of sympathy Harvard University made a ready response to the invitation to share in the jubilee festival of this month, and now charges her repre-

sentatives, William Gilson Farlow, M. D., LL. D., Professor of Cryptogamic Botany; Kuno Francke, Ph. D., Professor of German Literature; and Charles Homer Haskins, Ph. D., Professor of History, to present her congratulations and good wishes.

CHARLES W. ELIOT,
President.

Given at Cambridge,
June the second, nineteen hundred and four.

[SEAL]

UNIVERSITY OF KIEV

(Translation)

The Imperial University of St. Vladimir thanks the University of Wisconsin for the invitation to the approaching celebration of its jubilee. Not seeing the possibility of availing itself of this kindly invitation, the Imperial University of St. Vladimir sends to the celebrant felicitations in absentia, together with wishes for its utmost prosperity.

[SEAL]

UNIVERSITY OF LEYDEN

Universitatis Visconsensis Praesidi Rectoribus Facultati Universitatis Lugduno-Batavae Rector et Senatus Salutem Plurimam Dicunt:

Quod nos de instantibus feriis vestris factitis certiores, agnoscimus humanitatem vestram. Et quoniam nobis non contingit ut ad illas aliquem e nostro numero legare possimus, mente animoque eas vobiscum celebrabimus. Cordi enim nobis Universitas vestra est, quae licet inter sorores suas e natu minimis una sit, satis diu vixit ut non frustra eam natam satis superque iam constet. Optime eam de artibus disciplinisque meritam multi idonei testes declarant, declarabunt plures. Quaecunque enim respublica viget floretque, eius universitatibus anni non, ut singulis hominibus, adimunt vires sed addunt. Quapropter, cum tota respublica vestra iure meritoque apud omnes populos in magno sit honore, laeta nos spes tenet fore ut Universitatem vestram longa maneat vita: largos enim maturosque feret fructus cum vestrae patriae tum toti vitae hominum.

Dedimus Lugduni-Batavorum exeunte mense Maio anni MCMIV.

H. Kammerlingh Onnes,
Universitatis Lugduno-Batavae Rector Magnificus.

J. Van Leeuwen, Jr.,
Actuarius.

UNIVERSITY OF MARBURG

QUOD BONUM FELIX FAUSTUMQUE SIT

Inlustissimae Universitati Litterarum Wisconsiniensi

Quae iam novi continentis clarissimi regionibus remotioribus rerum humanarum naturaliumque docta studia quae in parva Graecia antiqua originem ceperunt ingenuo impetu nec sine laeto fructo suscepit demonstrans scientia in unum coniungi quos locus dirimit sorori iam adulta aetate a sororibus cum plausu bonisque ominibus exceptae.

Dies festissimos mensis Iunii anni MCMIV quibus ante haec decem lustra condita est ex animi sententia congratulatur

Universitatis Marpurgensis Rector cum Senatu.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

The Corporation and Faculty of the Massachusetts Institute of Technology respectfully present to the Regents and Faculty of the University of Wisconsin most cordial congratulations on the occasion of the jubilee anniversary.

The Faculty of the Institute has long appreciated the high standards and large achievements of the University, and looks forward to their continuance in increasing measure.

HENRY S. PRITCHETT,
President.

Boston, June 4, 1904.

[SEAL]

UNIVERSITY OF MICHIGAN

The Senate of the University of Michigan to the Senate of the University of Wisconsin, Greeting:

The University of Michigan sends to the University of Wisconsin sincere felicitations on the celebration of the fiftieth anniversary of its first commencement and most hearty wishes for its continued growth and increasing influence.

May these two sister universities, both the offspring of the national ordinance of 1787 and fostered by the generosity of two commonwealths so closely allied by a common history and by ties of mutual interest, continue to work side by side in friendly rivalry for the advancement of learning and the promotion of good citizenship.

The University of Michigan congratulates the University of Wisconsin on what it has already achieved in the field of scholarship and in the service of the state and expresses its best wishes for the prosperity of the University under the administration of its newly elected president.

JAMES B. ANGELL,
President.

[SEAL]

UNIVERSITY OF MISSOURI

To the President, Regents, and Faculty of the University of Wisconsin:

The University of Missouri sends you greetings and hearty congratulations on this auspicious celebration of your fiftieth anniversary.

We are not unmindful that the first president of the University of Wisconsin, Dr. John H. Lathrop, was also the first president of the University of Missouri: a bond of sisterhood that we, on our part, proudly cherish.

Your high ideals and notable achievement have placed the University of Wisconsin in the very front rank of state universities; and in the inauguration of your new president we see the promise of still greater usefulness and distinction.

R. H. Jesse,
President.

Columbia, Missouri,
1st June, 1904.

[SEAL]

UNIVERSITY OF MUNICH

Rector et Senatus Universitatis Ludovico-Maximilianeae Monacensis Universitati Wisconsensi, S. P. D.:

Ad sollemnia quinquagenaria universitatis vestrae concelebranda quod benevole nos quoque invitastis artium liberalium studio communi academias novi terrarum orbis cum antiquis quasi vinculo artissimo coniunctas esse testati, gratias vobis agimus maximas. Atque ut ex ista terrarum parte profecti haud pauci collegae doctissimi iuvenesque litterarum studiosi urbem et universitatem nostram adierunt, ita nos quoque deliberavimus legatosne mitteremus qui veluti testes sponsoresque sollemnibus vestris coram interessent. Sed professores huius universitatis adeo muneribus scholasticis praesertim ineunte novo semestri occupati sumus, ut praelectiones vix inceptas interrumpentes longum trans oceanum iter suscipere vereamur. Itaque aegre ne tuleritis, collegae humanissimi, quod non viva voce sed mutis litteris missis decem lustra egregia cum laude transacta vobis gratulamur et pro futura universitatis vestrae incolumitate et flore pia vota nuncupamus.

Dr. E. Kuhn,
p. a. rector.

Datum Monachii
die X. mensis Maii anni MCMIV.

[SEAL]

UNIVERSITY OF PARIS

A l'Université de Wisconsin l'Université de Paris.

Monsieur le Président, Messieurs les Professeurs et chers Collègues:

L'Université de Paris vous remercie de l'invitation que vous lui avez fait l'honneur de lui adresser pour les fêtes de votre Cinquantenaire. Elle regrette vivement qu'il lui soit impossible de s'y faire représenter, les professeurs ne pouvant s'absenter à ce moment de l'année, où les cours s'achèvent et où vont commencer les concours et les examens.

Elle vous prie d'agréer ses félicitations sincéres et les vœux qu'elle forme pour que votre prospérité aille toujours grandissant, et, avec elle, les services que votre organisation et la valeur de vos maitres vous permettent de rendre dans la vie scientifique et morale aussi bien que dans la vie économique et politique, puisque vous faites une si belle place aux études de science pure et aux lettres anciennes et modernes.

Permettez-nous d'exprimer l'espoir que les efforts accomplis dans nos deux republiques pour activer les relations intellectuelles entre nos deux pays auront un jour pour effet d'augmenter, non la qualité, mais le nombre des personnes qui enseignent dans vos col-

lèges la langue et la littérature françaises. Et soyez assurés, d'autre part, que si quelques-uns de vos étudiants jugent utile de venir passer chez nous un semestre ou deux, ils trouveront bon accueil auprès de notre vieille Université, recrée par la Gouvernement de la République.

Recevez, Messieurs, les assurances de notre haute considération et de notre bonne confraternité universitaire.

Paris, en Sorbonne, le 14 Mai 1904.

L. Liard,
Le Vice-Recteur,
Président du Conseil de l'Université.

Prof. E. Lavisse,
Le Sécretaire du Conseil.

[SEAL]

UNIVERSITY OF PENNSYLVANIA

The Provost, Trustees, and Faculties of the University of Pennsylvania extend to the Regents and Faculties of the University of Wisconsin their cordial congratulations on the auspicious occasion of the jubilee of the University, and on the accession to its presidency of that distinguished scholar, Doctor Charles Richard Van Hise. To President Van Hise they send their best wishes for a happy and prosperous administration of the high office to which he has been called, and express their confident hope that under his leadership the University of Wisconsin will more than maintain the honorable position which it has won in the last fifty years.

May the University, by its teachings, its researches, and its discipline, so minister to the State of Wisconsin and to the world of liberal and useful learning that the lapse of years and centuries may mark ever increasing facilities and power in its noble work and a closer hold on the reverence and affection of the community.

CHARLES C. HARRISON,
Provost.

[SEAL]

Attest:
JESSE Y. BURK,
Secretary.

Philadelphia, May 31, 1904.

UNIVERSITY OF PRAGUE

À Monsieur, le Président de l'Université de Wisconsin:

L'Université de Prague Tchèque prend part à la fête de la cinquantième anniversaire du commencement de votre Université, que vous célébrez cette année et a l'honneur de vous exprimer ses cordiaux souhaits.

V. Strouhal,
Le recteur.

Prague, le 14. V. 1904.

PURDUE UNIVERSITY

To Dr. Charles R. Van Hise, President of the University of Wisconsin:

Purdue University sends greetings to you on the occasion of your inauguration as president of the University of Wisconsin, and wishes also to congratulate the institution over which you preside upon the celebration of the fiftieth anniversary of its first commencement.

We appreciate the magnificent service which the University of Wisconsin has rendered to the cause of higher education and of scholarly research in both state and nation. We recognize in your institution the highest type of modern university and the highest development of the state university idea. We rejoice in its past achievements and feel confident in the expectation of even greater ones in the future.

We wish also to express to you personally our appreciation of the splendid service which you have rendered to the advancement of geological science, and the hope that your executive duties may not entirely divert your efforts from that science which your investigations have illuminated.

To the greetings of the University, I wish to add my personal congratulations to you and to the University of Wisconsin.

Professor Thomas Francis Moran has been delegated to convey these greetings to you and to represent Purdue University at the exercises of your jubilee week.

Cordially and fraternally yours,

WINTHROP E. STONE,
President.

June 3, 1904.

ROYAL SOCIETY OF LONDON

Burlington House, London, W.

The President and Council of the Royal Society of London desire to present their cordial felicitations to the University of Wisconsin on the approaching celebration of the jubilee of its corporate existence. They pray that the honourable scientific activity which has distinguished the University in the past may be increased manifold by its future growth, and that the world may be indebted to it for much increase of knowledge. On the present occasion, when the University has arrived at a landmark in its history, the Royal Society is glad of the opportunity to transmit its fraternal congratulations.

Signed and sealed on behalf of the Royal Society of London.

WILLIAM HUGGINS,
President.

JOSEPH LARMOR,
ARCH. GEIKIE,
Secretaries.

April 28th, 1904.

[SEAL]

RUTGERS COLLEGE

Universitatis Guisconsinensis Praesidi Curatoribus Professoribus Praeses Curatores Professores Collegii Rutgersensis, S. P. D.:

Quod Universatis vestra, quinquagesimo iam exacto anno, et opibus et fama semper crescit, id omnes gaudio afficere debet quicumque in patria nostra communi aut litterarum studio aut cognitioni rerum favent. Nam quae res maxime est utilis rei publicae, ut iuvenum mores atque ingenia per bonas artes excolantur, in ea vos tantum effecisse notum est, quantum nisi a viris et virtute et doctrina insignibus perfici non potuerit. Quare vobis, festos dies iure ac merito agentibus, cum gratulari nos tum ex animo optare decet, ut facta consiliaque vestra et Deus adiuvet in posterum tempus, sicut adhuc fecit, neu quando minor, quam nunc videmus, ex hominibus gratia sequatur.

Austin Scott,
Praeses.

Datae Novi Brunsvici in Nova Caesarea
VII Kal. Jun. A. D. MDCCCCIV.

UNIVERSITY OF ST. PETERSBURG

L'Université Imperiale de Saint-Pétersbourg adresse à l'Université de Wisconsin ses chaleureuses félicitations à l'occasion de son cinquantenaire.

A. M. Zdanov,
Le Recteur.

S. F. Platonoff,
V. Zukovskij,
D. Grimm,
V. Scheviakoff,
Les Doyens.

Le 23 Mai / 5 Juin 1904.

Saint-Pétersbourg.

[SEAL]

SMITHSONIAN INSTITUTION

The Smithsonian Institution extends to the President, the Regents, and the Faculty of the University of Wisconsin, its congratulations on the occasion of the fiftieth anniversary of the first commencement of the University.

It felicitates the University on the important work accomplished by it for learning and education in the State of Wisconsin, and, recognizing its influence also on sister institutions of learning, sends heartiest wishes for its continued prosperity and usefulness.

S. P. Langley,
Secretary.

May 18, 1904.

[SEAL]

UNIVERSITY OF SYDNEY

The University of Sydney, N. S. W., to the University of Wisconsin, U. S. A.:

The University of Sydney has received with cordial interest the announcement of the jubilee which the University of Wisconsin is to celebrate in June, and sends its thanks for the hospitable message and its congratulations on the fortunate occasion, with more than ordinary friendliness and goodwill. For the circumstances and mission of a youthful university do not greatly differ in America and Australia. Besides the ties of sympathy that unite in one spiritual league all learned societies throughout the world; besides the ties of common origin and speech that hold together the scattered members of the Anglo-Celtic race, there are more intimate bonds of fellowship between the sister institutions of Wisconsin and Sydney.

This seat of learning, like your own, has been established by the private and public liberality of a young and practical community, which yet was mindful of the claims of intellectual culture; like yours, it is thus witness that the ideals of the old island home are still quick and powerful beneath a new sky and under changed conditions; like yours, it is summoned by its

very existence both to elevate and to foster the industrial spirit to which it owes so much; and it accomplished the first fifty years of its existence a few months ago, as yours will a few months hence. Of like age and position, with like aims and problems, we are not slow to appreciate your brilliant achievements in the past, to sympathize with your rejoicings in the present, and to share in your aspirations for the future. Already the fame of your noble buildings and ample equipments, of your throngs of teachers and students, and of the successes that have attended their labours, has passed beyond America even to the remote Antipodes; but it is our hope that when your next half century of life is run, all this splendid record may pale in the light of your later triumphs.

To bear these greetings and to participate as our delegate in your solemnities, we accredit that distinguished member of our society, the Honourable Charles Kinnaird Mackellar, Doctor of Medicine, sometime Senator of the Commonwealth of Australia, and now member of the Legislative Council of New South Wales.

On behalf of the University:

H. N. MacLaurin,
Chancellor.

H. E. Barff,
Registrar.

[SEAL]

UNIVERSITY OF TOKYO

(Translation)

To the President of the University of Wisconsin:

The Imperial University of Tokyo expresses its sincere thanks for the kind invitation to participate in the jubilee celebration of the University of Wisconsin, which will take place June fifth to ninth, nineteen hundred and four.

We think that the progress and prosperity of the United States is chiefly due to the diffusion of education, and to the development of the arts and sciences. We believe that since its foundation the University of Wisconsin, offering the highest education, has contributed largely to the advancement of science and literature. On the occasion of its jubilee celebration, we congratulate the University on the great service it has rendered to higher education in the United States, and on its contributions to the world of science and arts. Since we cannot send a representative to participate in this celebration, we express our congratulations to you by this note, and wish for the University of Wisconsin even greater success in the future.

KENJIRO YAMAKAWA,
President of the Imperial University.

Tokyo, Japan,
March 23, 1904.

UNIVERSITY OF TORONTO

Q. B. F. F. S.

Universitas Torontonensis Wisconsinensi Universitati, S. P. D.:

Nobis, viri excellentissimi, placuit his litteris, hoc Universitatis nostrae sigillo, Roberto Ramsay Wright, A. M., LL. D., Vice-Praesidi et Biologiae Professori apud nos, mandare ut nomine nostro et suo gratuletur vobis, quod quinquagesimum annum decimumque lustrum cursus vestri feliciter iam peregeritis.

Quod ut faciamus suadet nobis non communis tantum omnium, quotquot alicubi sunt terrarum, universitatum inter se sodalitas, utpote doctrinae reipublicae uno animo servientum, sed singularis quoque nostrae atque vestrae Universitatis quaedam affinitas.

Harum enim universitatum utramque provincia sua subsidio et pecunia fovit; immo provinciae quoque inter se similes, rem agrariam quippe et "latis otia fundis", quod aiunt, prae se ferentes: utramque vero cum provincia sua una atque eadem metropolis, antiqua Britannorum civitas, peperit: utrique tradidit provinciae illa mater gentium idem libertatis legumque temperamentum proprium sibi: nominibus quidem

magistratuum hodie mutatis perseverante vero eodem civitatis vitaeque communis tenore.

Quamobrem quum fluxa sint et caduca nomina eiusmodi, sempiterna vero, si modo humani aliquid sempiternum est, communium morum atque linguae communis hereditas, salutamus nunc Universitatem vestram tanquam sororem soror, Anglorumque, quod lusit Vergilius,

"Simillima proles
Indiscreta suis gratusque parentibus error."

J. Loudon,
Praeses.

Carolus Moss,
Vice Cancellarius.

Jacobus Brebner,
Registrarius.

Datae ex Aula Academica.
Kal. Jun. MCMIV.

[SEAL]

VICTORIA UNIVERSITY

Universitatem Wisconsianam Salvere Iubet Universitas Victoria Mancuniensis:

Plurima quidem nobis, viri doctissimi, rem publicam vestram intuentibus admirationem commovere solent. Ubi enim gentium tot tantaque. Naturae hominibus faventis munera largius suppeditunt, ita ut nullius extraneae indigeatis opis? Ubi benignius alienigenis semper patuit hospitium? Ubi stabiliore civium consentientium fundamento nititur omnium libertas? Neque quidquam tamen antiquius esse duximus quam quod semper voluistis ut inter contagia lucri ad divinioris doctrinae sapientiaque fontes cunctis pateret aditus. Neque vero ad elementa quaedam tantum operam—nusquam alibi hercle fructuosiorem—contulistis, sed id egistis ut inter primos facem scientiae luculentissimam traderetis.

Optime igitur nobis quidem iudicibus fecistis cum ante hos quinquaginta annos academiam inter vestros ipsorum fines exstare civitate ipsa fovente et impensas large erogante iussistis. Quae quantum increverit, quo modo nunc cum maxime floreat nemo est quin, si primoribus quod aiunt labris artes bonas attigerit, satis notum habeat.

Itaque qua sunt inter se coniuncti societate homines venustiores, viro nobis spectato imperavimus ut vos festos dies agentes adeat et verbis nostris vobis fausta omnia precetur. Quem si comiter acceperitis, erit cur laetabimur. Valete.

ALFRED HOPKINSON,
Vice Cancellarius,

A. S. WILKINS,
Professor Literarum Humanarum.

Datum Mancunii,
Kal. Mart. A. S. MCMIIII.

WESLEYAN UNIVERSITY

The Faculty of Wesleyan University send cordial congratulations to the University of Wisconsin at its jubilee. They regard with admiration the progress by which the institution has attained, in one half-century, a world-wide renown. They appreciate the work which it has accomplished for the intellectual and moral uplift, as well as for the material progress, of the community. They gratefully recognize the value of such institutions in the consolidation, the unification, and the enrichment of the country's civilization.

The Faculty of Wesleyan University congratulate the University of Wisconsin and its president upon the inauguration of the new administration. They recognize the scientific achievement and the high character which make the new president worthy of a position made honorable by the work and worth of his predecessors. May the University, under the present administration, attain a prosperity and usefulness even greater than in the past.

Bradford P. Raymond,
President.

Frank W. Nicolson,
Secretary.

Middletown, Connecticut,
June 3, 1904.

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